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OF

EDUCATION IN INDIA

1907—1912

BY

H. SHARP, C.I.E.

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1914

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ABSTRACT STATEMENT OF COLLEGES, SCHOOLS AND SCHOLARS IN THE SEVERAL PROVINCES OF BRITISH INDIA AT THE END OF THE OFFICIAL YEAR 1911 12

(For details see General Table III)

Area and Population: Total Area in Square Miles	Area and Population: Number of Towns* and Villages	Area and Population: Population	Particulars	Public Institutions: University Education: Arts Colleges	Public Institutions: University Education: Professional Colleges	Public Institutions: School Education General: Secondary Schools	Public Institutions: School Education General: Primary Schools	Public Institutions: School Education General: Total	Public Institutions: School Education Special: Training Schools	Public Institutions: School Education Special: All other Special Schools	Public Institutions: Total	Private Institutions: Advanced	Private Institutions: Elementary	Private Institutions: Total	Grand Total	Average Number of Towns and Villages served by: Public Institutions	Average Number of Towns and Villages served by: Public or Private Institutions	†Percentage to School going age of Scholars in: Public Institutions	†Percentage to School going age of Scholars in: Public or Private Institutions
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1 153 483			*Institutions*																
	Towns* 1 594	Males 130 408 551	For Males	130	44	5 874	110 692	116,566	490	4 980	122,210	2 611	35 322	37 933	160 152	4·8	3·6		
	Villages 582 728	Females 124 960 002	For Females	*10*	*2*	*496*	*12 886*	*13 382*	*85*	*634*	*14 113*	*23*	*1 937*	*1 960*	*16 073*	*41·4*	*30·4*		
			TOTAL	140	46	6 370	123 578	129 948	575	5 623	136 332	2 634	37,259	39 893	176 225	4·3	3·3		
			Scholars																
			Males	29 369	3 546	860 959	4 202 631	5 063,590	11,295	142,265	5 253 065	53 300	521 817	575 117	5 828 182			26·0	29·8
	TOTAL 584 322	TOTAL 255 368 553	Females	*279*	*90*	*63 411*	*785,511*	*848 922*	*1,578*	*24 791*	*875 660*	*1 900*	*74 979*	*76 879*	*952 539*			*4·7*	*5·1*
			TOTAL	29 648	3 636	924 370	4 988 142	5 912 512	12 873	167 056	6 128 725	55,200	596 796	651 996	6 780 721			15·9	17·7

* All places containing 5 000 inhabitants or upwards and all municipalities whatever their population are entered as towns
† The population of school going age is taken at 15 per cent of the whole population

GENERAL

ABSTRACT STATEMENT OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

(For details see

	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.							
	UNIVERSITY EDUCATION.		SCHOOL EDUCATION, GENERAL.		SCHOOL EDUCATION, SPECIAL.		Total.	University.
	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.		
1	2	3	4	5	6	7	8	9
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs
1. Institutions For Males	47,37,291	22,33,314	1,81,77,350	1,79,62,453	14,84,308	32,71,486	4,78,66,232	15,87,470
1. Institutions For Females	61,283	19,654	26,11,375	27,63,692	3,70,160	2,48,881	60,75,045	
TOTAL	47,98,574	22,52,998	2,07,88,725	2,07,26,145	18,54,468	35,20,367	5,39,41,277	15,87,470
2. (a) Percentages of Provincial expenditure included in columns 2—17 to total Provincial expenditure on Public Instruction.	6·49	6·39	15·88	16·80	5·57	5·62	56·75	·64
(b) Percentages of Local Fund expenditure included in columns 2—17 to total Local Fund expenditure on Public Instruction.	·23	·04	10·76	60·52	1·38	1·59	74·52	..
(c) Percentages of Municipal expenditure included in columns 2—17 to total Municipal expenditure on Public Instruction.	1·13	·12	24·93	56·78	·3	2·96	86·22	..
(d) Percentages of total expenditure in columns 2—17 to total expenditure on Public Instruction	6·1	2·87	26·45	26·37	2·36	4·48	68·63	2·02

TABLE II.

SEVERAL PROVINCES OF BRITISH INDIA FOR THE OFFICIAL YEAR 1911-12.

General Table IV)

TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION							Total Expenditure on Public Instruction	—
Direction.	Inspection	Scholarships	Buildings	Special Grants for furniture and apparatus.	Miscellaneous	Total.		
10	11	12	13	14	15	16	17	18
Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs	
6,89,056	40,85,834	13,40,222	82,87,823	14,41,817	72,19,106	2,46,51,328	7,85,92 605	{ For Males / For Females } 1 Institutions
6,89,056	40,85,834	13,40,222	82,87,823	14,41,817	72,19,106	2,46,51,328	7,85,92,605	TOTAL
2 56	13 11	2 53	16 53	3 33	4 53	43 25	100	2 (*a*) Percentages of Provincial expenditure included in columns 2—17 to total Provincial expenditure on Public Instruction
..	4 15	2 55	14 76	1 58	2 46	25 48	100	(*b*) Percentages of Local Fund expenditure included in columns 2—17 to total Local Fund expenditure on Public Instruction
..	·39	1 17	8 35	1 09	2 78	13 78	100	(*c*) Percentages of Municipal expenditure included in columns 2—17 to total Municipal expenditure on Public Instruction.
88	5 2	1 71	10 54	1 83	9 19	31 37	100	(*d*) Percentages of total expenditure in columns 2—17 to total expenditure on Public Instruction.

GENERAL

ABSTRACT STATEMENT OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

(For details see

		TOTAL DIRECT EXPENDITURE			
		UNIVERSITY EDUCATION.		SCHOOL EDUCATION, GENERAL.	
		Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.
1		2	3	4	5
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
3. Average annual cost of educating each pupil in—					
Government Institutions	Cost to Provincial Revenues	188 8 10	316 11 5	23 5 0	9 2 9
	Cost to Local and Municipal Funds	..	1 8 8	0 4 0	0 1 0
	Total cost	277 9 5	396 14 4	43 2 1	9 12 5
Local Fund and Municipal Board Schools.	Cost to Provincial Revenues	8 10 4	..	0 9 1	1 5 0
	Cost to Local and Municipal Funds	23 1 6	..	6 7 1	3 14 11
	Total cost	125 0 3	68 6 8	12 11 2	5 11 9
Institutions in Native States.	Cost to Native States Revenues	192 6 1	..	18 1 5	4 7 2
	Cost to Local and Municipal Funds	..	..	1 5 7	0 7 5
	Total cost	233 4 4	..	29 1 6	5 5 0
Aided Institutions	Cost to Provincial Revenues	34 10 1	290 11 5	5 0 7	0 11 10
	Cost to Local and Municipal Funds	3 8 10	..	1 11 3	0 12 7
	Total cost	153 1 5	494 8 6	25 8 9	3 10 11
Unaided Institutions	Total cost	97 12 10	77 0 2	19 3 5	2 5 8
All Institutions	Cost to Provincial Revenues	61 13 7	261 5 11	4 13 11	0 15 5
	Cost to Local and Municipal Funds	2 1 2	1 4 3	2 2 3	1 11 6
	Total cost	169 10 3	341 13 3	23 10 3	4 6 5

TABLE II—*contd*

SEVERAL PROVINCES OF BRITISH INDIA FOR THE OFFICIAL YEAR 1911 12—*contd.*

General Table IV)

ON PUBLIC INSTRUCTION		Total.	—
School Education Special			
Training Schools	All other Special Schools		
6	7	8	1
Rs A P	Rs A P	Rs A P	
			3 Average annual cost of educating each pupil in—
139 8 6	94 14 3	43 15 10	Cost to Provincial Revenues } Government Institutions
6 5 11	0 10 9	0 8 10	Cost to Local and Municipal Funds } Government Institutions
149 5 9	114 2 2	60 11 9	Total cost
0 15 5	8 8 2	1 4 5	Cost to Provincial Revenues } Local Fund and Municipal Board Schools
99 1 1	29 12 3	4 3 6	Cost to Local and Municipal Funds } Local Fund and Municipal Board Schools
100 2 6	52 0 7	6 9 0	Total cost
234 14 2	41 4 9	6 3 4	Cost to Native States Revenues } Institutions in Native States
6 7 1		0 8 8	Cost to Local and Municipal Funds } Institutions in Native States
240 7 7	42 15 2	8 0 10	Total cost.
112 14 9	3 1 7	1 10 8	Cost to Provincial Revenues } Aided Institutions
0 7 11	1 8 4	0 15 4	Cost to Local and Municipal Funds } Aided Institutions
195 6 0	13 5 3	8 0 2	Total cost
77 6 8	16 10 11	8 13 0	Total cost Unaided Institutions
1?2 11 1	9 11 1	2 10 3	Cost to Provincial Revenues } All Institutions
12 11 4	1 10 2	1 12 11	Cost to Local and Municipal Funds } All Institutions
151 10 1	21 13 10	9 4 11	Total cost

GENERAL

Colleges, Schools and Scholars in the several provinces of

Class of Institutions.	PUBLIC IN					
	Under Public					
	Managed by Government.				Managed by Local Funds	
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.
1	2	3	4	5	6	7
University Education.						
Arts Colleges.						
English	23	6,543	6,350	5,701	5	333
Oriental	2	362	356	288	..	..
Colleges for Professional Training.						
Law	11	1,847	1,809	1,642	1	12
Medicine	4	1,396	1,428	1,390	..	..
Engineering	4	1,187	1,173	1,115	..	..
Teaching	9	509	513	486	..	..
Agriculture	3	267	273	238	..	..
Veterinary	1	198	202	193	..	..
Total	57	12,309	12,104	11,053	6	345
School Education, General.						
Secondary Schools.						
For Boys—						
High Schools	198	63,600	61,120	53,129	55	20,743
Middle Schools { English	77	11,971	11,734	10,230	303	44,319
Middle Schools { Vernacular	68	6,052	5,750	4,951	848	110,942
For Girls—						
High Schools	12	1,752	1,597	1,282	..	..
Middle Schools { English	3	365	340	254	2	157
Middle Schools { Vernacular	22	2,013	1,879	1,481	12	1,539
Total	380	85,753	82,420	71,327	1,220	177,700
Primary Schools.						
For Boys	505	25,773	24,878	19,876	26,115	1,564,306
For Girls	569	41,810	39,903	28,138	1,749	86,952
Total	1,074	67,583	64,781	48,014	27,864	1,651,258
School Education, Special.						
Training Schools for Masters	335	9,327	8,860	8,079	128	957
Training Schools for Mistresses	24	617	587	503	3	24
Schools of Art	4	1,234	1,229	974	..	..
Law Schools	1	10	11	10	..	..
Medical Schools	11	1,833	1,808	1,695	..	..
Engineering and Surveying Schools	6	705	713	618	..	..
Technical and Industrial Schools	25	1,365	1,264	1,065	39	2,451
Commercial Schools	4	439	492	438	1	137
Agricultural Schools	..	..	..	..	..	..
Reformatory Schools	7	1,294	1,317	1,231	..	..
Other Schools	63	5,257	5,252	4,227	5	162
Total	480	22,081	21,533	18,840	176	3,731
Total of Colleges and Schools of Public Instruction	1,991	187,726	180,838	149,234	29,266	1,833,034

TABLE III

British India for the official year 1911-12

STITUTIONS						
MANAGEMENT						
and Municipal Boards		Maintained by Native States				CLASS OF INSTITUTIONS
Average Number on the rolls monthly during the year	Average daily attendance	Number of Institutions	Number of Scholars on the rolls on 31st March	Average number on the rolls monthly during the year	Average daily attendance.	
8	9	10	11	12	13	1
						UNIVERSITY EDUCATION
						Arts Colleges
332	297	3	414	352	307	English
						Oriental
						Colleges for Professional Training
12	10					Law
						Medicine
						Engineering
						Teaching
						Agriculture
						Veterinary
344	307	3	414	352	307	Total
						SCHOOL EDUCATION GENERAL
						Secondary Schools
						For Boys—
20,317	18 017	37	9 203	8 559	7 322	High Schools
43 242	36 683	124	8 344	8 159	6 763	English } Middle Schools
105 264	82 059	13	2 070	1 973	1 358	Vernacular } Middle Schools
						For Girls—
						High Schools
143	94	2	62	45	37	English } Middle Schools
1 393	1 106					Vernacular } Middle Schools
170 359	137 959	176	19 679	18 736	15 480	Total
						Primary Schools
1 476 770	1 138 695	2 889	176 770	169 436	128 460	For Boys
81 801	58 151	275	21,708	20 233	13 652	For Girls
1 558 571	1 196 846	3 164	198 478	189 669	142 112	Total
						SCHOOL EDUCATION SPECIAL
933	897	2	71	73	70	Training Schools for Masters
24	22	1	28	24	23	Training Schools for Mistresses
						Schools of Art
						Law Schools
						Medical Schools
						Engineering and Surveying Schools
2 313	1 762	5	313	289	152	Technical and Industrial Schools
110	102					Commercial Schools
						Agricultural Schools
						Reformatory Schools
164	98	19	362	363	239	Other Schools
3 544	2 881	27	774	749	484	Total
1 732 818	1,337 993	3,370	219 345	209,506	158,383	TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION

GENERAL

Colleges, Schools and Scholars in the several provinces

Class of Institutions.	PUBLIC INSTITUTIONS. Under Private Management. Aided by Government, by Local Funds or Municipal Boards.				Unaided.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	14	15	16	17	18	19	20	21
University Education.								
Arts Colleges.								
English	62	13,642	13,109	11,425	30	7,264	6,816	5,952
Oriental	13	892	813	640	2	198	139	120
Colleges for Professional Training								
Law	..	..	..	..	10	1,177	1,156	854
Medicine	..	..	..	..	..	..	..	..
Engineering	..	..	..	..	..	..	..	..
Teaching	3	43	45	41	..	..	..	..
Agriculture	..	..	..	..	..	..	..	..
Veterinary	..	..	..	..	..	..	..	..
Total	78	14,577	13,967	12,106	42	8,639	8,111	6,926
School Education, General.								
Secondary Schools.								
For Boys—								
High Schools	585	187,228	179,155	154,354	344	109,788	100,144	82,486
Middle Schools { English	1,395	157,091	149,305	124,060	565	55,861	51,068	41,310
Middle Schools { Vernacular	1,186	81,426	80,233	74,486	76	5,630	5,454	4,508
For Girls—								
High Schools	112	14,139	13,688	12,036	11	1,312	1,197	944
Middle Schools { English	171	15,982	15,337	13,324	15	649	622	562
Middle Schools { Vernacular	131	12,049	11,573	9,969	3	133	127	94
Total	3,580	467,915	449,291	388,229	1,014	173,373	158,612	129,904
Primary Schools.								
For Boys	65,650	2,352,243	2,231,764	1,866,687	15,533	403,556	369,670	311,875
For Girls	8,963	281,565	266,791	213,327	1,330	33,459	30,681	24,386
Total	74,613	2,633,808	2,498,555	2,080,014	16,863	437,015	400,351	336,261
School Education, Special.								
Training Schools for Masters	24	977	911	817	1	33	36	34
Training Schools for Mistresses	49	751	696	653	8	88	86	84
Schools of Art	2	301	352	292	2	67	58	50
Law Schools	..	..	..	..	..	..	..	..
Medical Schools	5	334	211	203	8	1,693	1,570	1,319
Engineering and Surveying Schools.	6	112	121	97	2	109	111	111
Technical and Industrial Schools	141	6,657	6,433	5,487	32	1,278	1,125	1,048
Commercial Schools	6	357	155	122	17	610	533	452
Agricultural Schools	1	11	12	12	..	..	..	..
Reformatory Schools	..	..	..	..	..	..	..	..
Other Schools	3,964	111,496	104,837	86,519	1,247	28,469	25,597	22,105
Total	4,198	120,996	113,728	94,202	1,317	32,347	29,116	25,203
Total of Colleges and Schools of Public Instruction.	82,469	3,237,296	3,075,541	2,574,551	19,236	651,374	596,190	498,294

PRIVATE INSTITUTIONS.

1. Advanced teaching—
   - (a) Arabic or Persian
   - (b) Sanskrit
   - (c) Any other Oriental Classic
2. Elementary teaching—
   - (a) A vernacular only or mainly. { For Boys; " Girls
   - (b) The Koran only { " Boys; " Girls
3. Other Schools not conforming to Departmental Standards. { " Boys; " Girls

Total

Grand total

TABLE III—*contd*

of British India for the official year 1911 12—contd

Grand Total of Institutions	Grand Total of Scholars on the 31st of March	Number of Scholars on the 31st of March learning: English	A Classical Language	A Vernacular Language	Number of girls in boys schools	Number of boys in girls schools	Class of Institutions
22	23	24	25	26	27	28	1
							University Education
							Arts Colleges
123	28 106	27 910	17 902	14 805	136		English
17	1 452	249	1 349	99			Oriental
							Colleges for Professional Training
22	3 036	2 564		14			Law
4	1 396	680			55		Medicine
4	1 187	584		43			Engineering
12	552	471	36	138	5		Teaching
3	267	85		30			Agriculture
1	198						Veterinary
186	36 284	32 543	19 287	15 129	196		Total
							School Education General.
							Secondary Schools
							For Boys—
1 219	390 562	358 210	160 568	371 208	1 615		High Schools
2 464	277 586	193 062	34 326	267 644	4 475		English Middle Schools
2 191	206 070	2 048	33 812	206 691	13 215		Vernacular Middle Schools
							For Girls—
135	17 203	15 641	4 0 2	9 274		1 934	High Schools
193	17 215	13 786	1 044	9 433		2 182	English Middle Schools
168	15 734	566	1 9 [illegible]	15 592		1 930	Vernacular Middle Schools
6 370	924,370	583 313	235 742	879 942	19 305	6 046	Total
							Primary Schools
110 692	4 5[illegible] 648	48 393	192 290	4 524 886	339 278		For Boys
12 886	46[illegible] 494	11 618	26 060	461 651		19 269	For Girls
123,578	4 988 142	60 011	218 3 6	4 986 537	339 278	19 269	Total.
							School Education Special.
490	11 365	892	1 961	11 330	70		Training School for Masters
85	1 508	269	101	1 32			Training School for Mistresses
8	1 602	387		628	56		Schools of Art
1	10	10					Law Schools
24	3 860	1 92	189	1 062	35		Medical Schools
14	926	765		142			Engineering and Surveying Schools
242	12 064	1 682	197	7 657	130		Technical and Industrial Schools
28	1 543	1 200		90	4	15	Commercial Schools
1	11			11			Agricultural Schools
7	1 294	12		1 139			Reformatory Schools
5 298	145 746	6 996	93 883	118 857	9 670	588	Other Schools
6 198	1 9 929	14 007	96 331	142 241	9 971	603	Total.
136 332	6 128 [illegible]5	689 872	569 716	6 023 849	368 750	25 918	Total of Colleges and Schools of Public Instruction
							PRIVATE INSTITUTIONS
							1 Advanced Teaching—
1 446	34 378	244	32 427	6 161	892		(a) Arabic or Persian
1 178	20 348	314	19 457	2 184	167	13	(b) Sanskrit
10	474	96	3 8		184		(c) Any other Oriental Classic
							2 Elementary Teaching—
26 263	354 693	2 093	93 767	350 659	9 123		For Boys (a) Vernacular only or mainly
491	12 341	47	912	12 013		586	Girls (a) Vernacular only or mainly
6 944	142 774	86	130 267	15 988	20 247		Boys (b) The Koran only
1 344	2[illegible] 632	50	24 969	1,556		4 167	Girls (b) The Koran only
2 115	56,345	12 135	7 638	48 219	2 051		Boys (3) Other Schools not conforming to Departmental Standards
95	5 011	713	782	4,554		301	Girls (3) Other Schools not conforming to Departmental Standards
39 893	651 996	15 7 8	310 597	441 334	38 664	5 067	Total
[illegible]	[illegible]	[illegible]	880 313	[illegible]	[illegible]	[illegible]	Grand Total

GENERAL

Number of scholars on 31st March 1912, in the several provinces of

—		Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahmans.	Non-Brahmans.					
UNIVERSITY EDUCATION.										
Arts Colleges.										
English	Male	134	779	10,059	13,124	2,761	227	477	356	27,917
	Female	74	90	28	48	3	..	23	13	279
Oriental	Male	..	..	1,088	23	331	1	..	9	1,452
	Female	..	..	..	..	..	..	..	..	..
Colleges for Professional Training.										
Law	Male	4	34	1,173	1,509	268	..	33	15	3,036
	Female	..	..	..	..	..	..	..	..	..
Medicine	Male	146	36	328	649	49	1	115	17	1,341
	Female	27	11	3	3	..	..	8	3	55
Engineering	Male	109	23	465	475	80	..	30	5	1,187
	Female	..	..	..	..	..	..	..	..	..
Teaching	Male	17	17	192	171	98	..	..	22	517
	Female	30	4	..	1	..	..	..	..	35
Agriculture	Male	..	8	79	131	34	..	4	11	267
	Female	..	..	..	..	..	..	..	..	..
Veterinary	Male	..	2	1	18	135	..	..	42	198
	Female	..	..	..	..	..	..	..	..	..
Total		541	1,004	13,416	16,152	3,759	229	690	493	36,284
SCHOOL EDUCATION, GENERAL.										
Secondary Schools.										
For Boys.										
High Schools	Male	7,509	12,388	101,949	181,678	67,379	6,978	4,315	6,751	388,947
	Female	521	423	153	114	5	203	50	146	1,615
Middle Schools—										
English	Male	5,201	10,456	48,952	128,784	65,646	8,202	1,099	4,771	273,111
	Female	1,666	1,438	265	531	71	292	156	50	4,475
Vernacular	Male	12	3,659	25,213	81,018	36,182	38,353	2	5,076	192,855
	Female	1	1,012	101	496	308	11,287	..	10	13,215
For Girls.										
High Schools	Male	1,226	184	79	144	28	172	62	39	1,934
	Female	6,419	3,812	696	2,200	178	284	1,185	495	15,269
Middle Schools—										
English	Male	1,290	330	38	70	7	382	42	23	2,182
	Female	4,821	6,717	459	1,825	210	407	377	214	15,033
Vernacular	Male	2	64	19	76	48	1,717	..	4	1,930
	Female	1	2,761	1,432	6,258	916	2,001	4	431	13,504
Total		28,672	43,244	179,386	406,227	171,281	70,278	7,292	17,090	924,370
Primary Schools.										
For Boys	Male	1,187	84,184	427,655	2,513,110	881,118	110,261	3,672	131,823	4,182,370
	Female	599	29,885	43,765	178,263	42,265	36,509	644	6,248	339,278
For Girls	Male	731	2,275	887	5,094	2,513	6,770	118	216	19,269
	Female	1,266	22,164	70,433	292,576	95,212	12,743	3,072	7,749	416,225
Total		3,786	138,808	542,710	2,979,077	1,022,768	166,283	8,716	145,963	4,958,142

TABLE III A

British India classified according to sex race or creed

—		Europeans and Anglo Indians	Indian Christians	Hindus: Brahmans	Hindus: Non Brahmans	Muhammadans	Buddhists	Parsis	Others	Total
SCHOOL EDUCATION SPECIAL										
Training Schools	Male	6	1 031	3 090	4 00	01	09		40	11 96
	Female	189	798	17	274	9	5	2	4	1 7
Schools of Art	Male	10	87	74	916	164	6	41	48	1 546
	Female	0	13		1					50
Law Schools	Male	1	1	1	4	1				10
	Female									
Medical Schools	Male		75	970	1 976	5 3	2	10	43	3 633
	Female	7	161		19	40				7
Engineering and Surveying Schools	Male	88	3	14	553	78	36		6	96
	Female									
Technical and Industrial Schools	Male	34	1 98	3	3 05	334		1	400	9 047
	Female	01	1 37	75	83	186	1 0		00	3 01
Commercial Schools	Male	3	31	450	543	108	5	105	8	1 8
	Female	23	8				1		6	8
Agricultural Schools	Male		11							11
	Female									
Reformatory Schools	Male	1	7	47	7 0	353	5		44	1 94
	Female									
Other Schools	Male	90	33	15 889	12 734	9 910	2 3	88	157	14 513
	Female	10	11	119	369	35	132	40	1	1 33
Total		1 300	6 059	0	2 761	119 10	2 9 4	447	1 03	1 9 9 9
Total of Colleges and Schools of Public Instruction		34 99	189 115	757 64	3 408 18	1 316 998	39 734	17 145	16	6 18 5
PRIVATE INSTITUTIONS										
Advanced Teaching										
(a) Arabic or Persian	Male			34	1 767	31 16			9	33 8
	Female			1		1 149				1 10
(b) Sanskrit	Male		10	16 749	969	5			21	19 74
	Female			314	247	13				5 4
(c) Any other Oriental Classic	Male				186			104		90
	Female				1 6			8		184
Elementary Teaching										
A Vernacular only or mainly—										
For Boys	Male	2	3 60	14 8	13 90	1,048	165 617	9	4 058	345 5 0
	Female		540	6 6	5 86	1 183	1 61	4	13	9 13
For Girls	Male		2	17	183	3	08		18	586
	Female			1 27	7 6	1 34	6 6		07	11 5
Elementary Teaching										
The Koran only—										
For Boys	Male			498	08	115			41	11 549
	Female				5	6 20				6
For Girls	Male					4 8				4 8
	Female			46	9	21 19				1 64
Other Schools not conforming to Departmental Standards										
For Boys	Male	7	193	6 49	3 345	10 05	1 556	5	1 4	54 1
	Female		3 0	116	1 131	354	3		45	0 1
For Girls	Male	7		12	77	59	16			301
	Female	37	408	68	44	7	168	2	193	4 710
Total		3	0	41,330	191 84	41 3	10 47	31	6,84	1 96
GRAND TOTAL		343	196 905	8 894	3 600 069	1 51 151	40 481	17 4	172,498	6 0 1

GENERAL

Number of European Colleges, Schools and Scholars in the several

Class of Institutions.	PUBLIC IN			
	Managed by Government.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5
University Education.				
Arts Colleges.				
English	..	..	..	..
Colleges for Professional Training.				
Teaching	1	15	14	14
Total	1	15	14	14
School Education, General.				
Secondary Schools.				
For Boys—				
High Schools	3	697	660	628
Middle Schools, English	1	185	183	177
For Girls—				
High Schools	2	371	344	328
Middle Schools, English	1	119	120	113
Total	7	1,372	1,307	1,246
Primary Schools.				
For Boys	..	..	..	..
For Girls	1	29	28	24
Total	1	29	28	24
School Education, Special.				
Training Schools for Mistresses	1	20	20	20
Engineering and Surveying Schools	..	..	..	..
Technical and Industrial Schools	1	6	6	6
Commercial Schools	1	3	3	3
Other Schools	..	..	..	..
Total	3	29	29	29
Total of Colleges and Schools of Public Instruction	12	1,445	1,378	1,313

TABLE III-B

Provinces of British India for the official year 1911 12

STITUTIONS

Under Private Management								Grand Total of Institutions	Grand Total of Scholars on the 31st of March	Class of Institutions
Aided by Government by Local Funds or Municipal Boards				Unaided						
	Number	Average			Number	Average number	Average daily attendance			
6	7	8	9	10	11	12	13	14	15	1
										University Education
										Arts Colleges
3	14	17	17	3	13	11	9	6	27	English
										Colleges for Professional Training
2	30	32	31					3	45	Teaching
5	44	49	48	3	13	11	9	9	72	Total
										School Education General
										Secondary Schools
										For Boys—
48	6 715	6 515	5 901	4	702	679	624	55	8 114	High Schools
65	6,211	6 001	5,292	2	34	56	49	68	6 430	Middle Schools English
										For Girls—
65	7 714	7 634	6 868	2	73	79	64	69	8 158	High Schools
74	5 859	5 689	5 024	6	224	218	192	81	6,202	Middle Schools English
252	26 499	25 839	23 085	14	1 033	1 032	929	273	28 904	Total
										Primary Schools
32	1,546	1 423	1,283	3	36	28	23	35	1,582	For Boys
40	1 895	1 894	1 575	1	21	23	16	42	1 945	For Girls
72	3,441	3 317	2 858	4	57	51	39	77	3,527	Total
										School Education Special
6	82	87	81					7		[illegible]
2	50	62	54	1	22	24	24	3		
13	469	501	453					14		
3	263	68	50					4		
3	133	93	54					3		
27	997	811	692	1	22	24	24	31	1 048	Total
356	30 981	30 016	26 683	22	1 125	1 118	1 001	390	33,551	Total of Colleges and Schools of Public Instruction
Private Institutions										
Other Schools not conforming to Departmental Standards—										
For Boys								2	105	
For Girls								2	64	
Total								4	169	
GRAND TOTAL								394	33 720	

GENERAL

Number of European Colleges, Schools and Scholars in the several

Class of Institutions.	Number of Scholars on the 31st of March learning			Number of girls in boys' schools.	Number of boys in girls' schools.
	English.	A Classical Language.	A Vernacular Language.		
1	16	17	18	19	20
University Education.					
Arts Colleges.					
English	27	21	..	1	..
Colleges for Professional Training.					
Teaching	45	36	24	..	..
Total	72	57	24	1	..
School Education, General.					
Secondary Schools.					
For Boys—					
High Schools	8,114	3,092	4,403	545	..
Middle Schools, English	6,395	1,256	2,189	1,649	..
For Girls—					
High Schools	8,156	3,140	713	..	1,322
Middle Schools, English	6,202	675	911	..	1,305
Total	28,867	8,163	8,216	2,194	2,627
Primary Schools.					
For Boys	1,582	165	407	573	..
For Girls	1,945	139	46	..	735
Total	3,527	304	453	573	735
School Education, Special.					
Training Schools for Mistresses	102	2	..	..	..
Engineering and Surveying Schools	72	..	18	..	..
Technical and Industrial Schools	446	..	7	..	..
Commercial Schools	243	..	..	..	..
Other Schools	133	..	..	..	..
Total	996	2	25	..	..
Total of Colleges and Schools of Public Instruction	33,462	8,526	8,718	2,768	3,362
Private Institutions.					
Other Schools not conforming to Departmental Standards.					
For Boys	105	26	..	..	..
For Girls	64	..	..	..	27
Total	169	26	..	..	27
GRAND TOTAL	33,631	8,552	8,718	2,768	3,389

TABLE III B—*contd*

provinces of British India for the official year 1911 12—contd

CLASSIFICATION OF SCHOLARS ON THE 31ST MARCH ACCORDING TO RACE OR CREED								
		HINDUS						
Europeans and Anglo Indians	Indian Christians	Brahmans	Non Brahmans	Muhammadans	Buddhists	Parsis	Others	CLASS OF INSTITUTIONS
21	22	23	24	25	26	27	28	1
								UNIVERSITY EDUCATION
								Arts Colleges
26			1					English
								Colleges for Professional Training
45								Teaching
71			1					TOTAL
								SCHOOL EDUCATION GENERAL
								Secondary Schools
								For Boys—
7 484	134	29	62	94	107	113	91	High Schools
6,030	49	21	31	44	20	32	203	Middle Schools English
								For Girls—
7 469	18[illegible]	72	53	33	71	144	131	High Schools
5 874	86	42	11	11	31	108	3[illegible]	Middle Schools English
26 8[illegible]7	454	164	157	182	229	397	464	TOTAL
								Primary Schools
1 515	37	3		3		21	3	For Boys
1 861	14	4		8	9	40	9	For Girls
3 376	51	7		11	9	61	12	TOTAL
								SCHOOL EDUCATION SPECIAL
100	1					1		Training Schools for Mistresses
72								Engineering and Surveying Schools
443	15	6	9	2				Technical and Industrial Schools
232	27					1	6	Commercial Schools
129	2	2						Other Schools
976	45	8	9	2		2	6	TOTAL
31 280	550	170	167	19[illegible]	238	460	482	TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION
								PRIVATE INSTITUTIONS
								Other Schools not conforming to Departmental Standards
7							98	For Boys
64								For Girls
71							98	TOTAL
31 351	550	179	167	19[illegible]	238	460	580	GRAND TOTAL

GENERAL

Expenditure (in rupees) on Public Instruction in the several

Objects of Expenditure.	PUBLIC						
	Under Public						
	Managed by Government.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education.							
Arts Colleges.							
English	12,45,880	..	..	5,61,724	1,300	33,840	18,42,744
Oriental	18,537	..	..	..	..	240	18,777
Colleges for Professional Training.							
Law	32,652	..	..	1,35,642	..	1,894	1,70,188
Medicine	4,89,855	3,770	3,437	1,60,670	..	2,732	6,60,464
Engineering	6,96,126	..	..	58,890	..	15,777	7,70,793
Teaching	2,85,161	674	201	319	..	2,930	2,89,285
Agriculture	1,70,103	250	..	7,951	..	..	1,78,304
Veterinary	35,714	..	..	7,621	..	30,069	73,404
Total	29,74,028	4,694	3,638	9,32,817	1,300	87,482	40,03,959
School Education, General.							
Secondary Schools.							
For Boys—							
High Schools	14,42,725	3,654	13,122	13,27,162	4,250	42,225	28,33,138
Middle Schools { English	2,59,738	506	1,544	1,64,640	7,140	363	4,33,931
Middle Schools { Vernacular	77,802	1,305	232	13,473	276	..	93,088
For Girls—							
High Schools	95,990	300	..	16,483	2,784	10,727	1,26,284
Middle Schools { English	15,906	..	..	21,951	..	..	37,857
Middle Schools { Vernacular	29,224	..	19	980	356	..	30,579
Total	19,21,385	5,765	14,917	15,44,689	14,806	53,315	35,54,877
Primary Schools.							
For Boys	2,52,285	348	95	25,132	23	1,278	2,79,161
For Girls	3,41,854	1,387	537	7,349	1,040	2,021	3,54,188
Total	5,94,139	1,735	632	32,481	1,063	3,299	6,33,349
School Education, Special.							
Training Schools for Masters	11,69,523	48,776	2,554	17,911	699	4,309	12,43,772
Training Schools for Mistresses	1,48,612	7,121	1,722	252	1,303	8,227	1,67,237
Schools of Art	1,64,049	..	..	17,564	..	14,943	1,96,556
Law Schools	4,441	..	..	1,559	..	..	6,000
Medical Schools	2,43,599	2,800	..	37,434	..	11,954	2,95,787
Engineering and Surveying Schools	1,46,921	..	..	16,190	..	4,290	1,67,401
Technical and Industrial Schools	1,75,502	1,088	..	7,548	458	17,919	2,02,515
Commercial Schools	20,591	..	..	13,252	..	..	33,843
Agricultural Schools	..	..	..	..	..	..	..
Reformatory Schools	2,37,666	..	1,426	..	..	10,075	2,49,167
Other Schools	1,54,074	..	2,800	51,919	..	19,399	2,28,192
Total	24,64,978	59,785	8,502	1,63,629	2,460	91,116	27,90,470
Buildings	32,69,194	34,774	173	35	2,200	16,592	33,22,968
Furniture and apparatus (special grants only).	3,00,187	..	2,371	16,976	2,206	9,665	3,31,405
Total	35,69,381	34,774	2,544	17,011	4,406	26,257	36,54,373
Total Expenditure on Public Instruction.	1,15,23,911	1,06,753	30,233	26,90,627	24,035	2,61,469	1,46,37,028

TABLE IV

provinces of British India for the official year 1911 12

INSTITUTIONS							
MANAGEMENT							
Managed by Local Funds and Municipal Boards							OBJECTS OF EXPENDITURE
Provincial Revenues	Local Funds	Municipal Funds	Fees	Subscriptions	Endowments and other sources	TOTAL	
9	10	11	12	13	14	15	1
Rs	Rs	Rs	Rs	Rs	Rs	Rs	UNIVERSITY EDUCATION
							Arts Colleges
2 871	1,200	6 467	26 141	75	4 752	41 506	English
							Oriental
							Colleges for Professional Training
			821			821	Law
							Medicine
							Engineering
							Teaching
							Agriculture
							Veterinary
2 871	1,200	6 467	26 962	75	4 752	42 327	Total
							SCHOOL EDUCATION GENERAL
							Secondary Schools
							For Boys—
54 359	18 919	87 657	3 75,493	289	4 259	5,40 976	High Schools
39,280	1 07 561	1,58 109	3,83 105	11 066	4 770	7 03,891	English } Middle Schools
	6 38,897	62 504	1 84 012	4 672	1,481	8 91 566	Vernacular } Middle Schools
							For Girls—
							High Schools
1 045		7,254	115	462		8 876	English } Middle Schools
1 783	1 866	14,514	67			18,230	Vernacular } Middle Schools
96 467	7 67,243	3 30 038	9 42 792	16 489	10 510	21 63,539	Total
							Primary Schools
19,55 667	45 73 651	10,37 822	6 67,803	32 900	16 095	82 83 938	For Boys
1,32 446	2 44,459	2 72 737	668	2 095	1 695	6,54 030	For Girls
20 88 113	48 18 110	13 10 559	6 68 471	34 995	17 720	89 37 968	Total
							SCHOOL EDUCATION SPECIAL
	90,210	716	116		2	91 044	Training Schools for Masters
921	276	3 608				4 805	Training Schools for Mistresses
							Schools of Arts
							Law Schools
							Medical Schools
18 656	53 772	20,287	10 452	3 373	20 678		[illegible]
8 8		544	1 074				[illegible]
2,488	14	2 383	18				[illegible]
22,943	1 44,272	27,538	11 660	3,373	20 680	2,30 466	Total
88 610	14 64 899	2 13,329	238	24,395	5 025	17,96,40[illegible]	Buildings
44 432	1,38 192	23,569	255	864	765	2 08 [illegible]	Furniture and Apparatus (special grants only)
1,33 042	16 03 091	2,36,898	493	25,259	5 790	20 04,[illegible]	Total
23 43 436	73,33 916	19 11,500	16 50,378	80 101	59,4[illegible]	1,23 [illegible]	TOTAL EXPENDITURE ON INSTRUCTION

GENERAL

Expenditure (in rupees) on Public Instruction in the several

Objects of Expenditure.	PUBLIC IN — Under Public Management. — Managed by Native States.						
	Native States Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	16	17	18	1	20	21	22
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education.							
Arts Colleges.							
English	67,718	..	..	13,407	..	986	82,111
Oriental	..	..	..	..	..	..	..
Colleges for Professional Training.							
Law	..	..	..	..	..	..	..
Medicine	..	..	..	..	..	..	..
Engineering	..	..	..	..	..	..	..
Teaching	..	..	..	..	..	..	..
Agriculture	..	..	..	..	..	..	..
Veterinary	..	..	..	..	..	..	..
Total	67,718	..	..	13,407	..	986	82,111
School Education, General.							
Secondary Schools.							
For Boys—							
High Schools	2,19,908	3,250	7,739	1,12,485	1,307	12,042	3,56,731
Middle Schools { English	1,03,074	4,787	6,089	43,504	2,254	8,349	1,68,057
Middle Schools { Vernacular	6,669	1,878	1,508	642	..	180	10,877
For Girls—							
High Schools	9,260	..	..	80	31	103	9,474
Middle Schools { English	..	..	..	..	..	..	..
Middle Schools { Vernacular	..	..	..	..	..	..	..
Total	3,38,911	9,915	15,336	1,56,711	3,592	20,674	5,45,139
Primary Schools.							
For Boys	7,32,626	75,889	4,804	52,090	5,205	16,369	8,86,983
For Girls	1,11,487	4,695	2,449	21	646	1,276	1,20,574
Total	8,44,113	80,584	7,253	52,111	5,851	17,645	10,07,557
School Education, Special.							
Training Schools for Masters	12,655	625	..	62	..	33	13,375
Training Schools for Mistresses	10,129	..	..	9	..	686	10,824
Schools of Art	..	..	..	..	..	..	..
Law Schools	..	..	..	..	..	..	..
Medical Schools	..	..	..	..	..	..	..
Engineering and Surveying Schools.	..	..	..	..	..	..	..
Technical and Industrial Schools	23,054	..	..	16	34	576	23,680
Commercial Schools	..	..	..	..	..	..	..
Agricultural Schools	..	..	..	..	..	..	..
Reformatory Schools	..	..	..	..	..	..	..
Other Schools	3,871	..	..	408	..	44	4,323
Total	49,709	625	..	495	34	1,339	52,202
Buildings	1,08,434	1,330	..	344	100	491	1,10,699
Furniture and Apparatus (special grants only).	31,325	40	1,493	1,364	..	217	34,439
Total	1,39,759	1,370	1,493	1,708	100	708	1,45,138
Total Expenditure on Public Instruction.	14,40,210	92,494	24,082	2,24,432	9,577	41,352	18,32,147

TABLE IV—*contd*

provinces of British India for the official year 1911-12—contd

STITUTIONS—*contd*

Under Private Management — Aided by Government or by Local or Municipal Boards							Objects of Expenditure
Provincial Revenues	Local Funds	Municipal Funds	Fees	Subscriptions	Endowments and other sources	Total	
23	24	25	26	27	28	29	1
Rs	Rs	Rs	Rs	Rs	Rs	Rs	
							UNIVERSITY EDUCATION
							Arts Colleges
4 46 914	22 150	27 141	8 77 464	1 06 545	6 04 099	20 84 313	English
35 196		175	247	9 425	1 918	46 961	Oriental
							Colleges for Professional Training
							Law
							Medicine
							Engineering
13 082			2 823		6 349	22 254	Teaching
							Agriculture
							Veterinary
4 95 192	22 150	27 316	8 80 534	1 15 970	6 12 366	21 53 598	Total
							SCHOOL EDUCATION GENERAL.
							Secondary Schools
							For Boys—
9 98 537	14 404	1 48 359	33 97 399	3 41 445	7 70 811	56 70 941	High Schools
4 78 823	1 99 386	1 28 107	14 08 172	3 62 864	4 90 124	29 90 466	English } Middle Schools.
1 06 041	1 44 099	58 107	1 45 244	38 179	23 995	5 15 625	Vernacular } Middle Schools.
							For Girls—
4 04 902		7 180	5 39 069	99 109	2 68 111	13 18 364	High Schools
2 76 510	200	28 939	2 12 300	1 10 759	2 25 158	8 03 866	English } Middle Schools
48 440	14 238	28 306	11 985	41 090	34 118	1 78 177	Vernacular } Middle Schools
22 63 253	3 65 957	3 98 991	57 14 155	9 93 436	17 42 247	1 14 77 339	Total
							Primary Schools
15 03 204	13 44 556	2 75 161	28 06 018	4 46 810	12 69 696	76 45,375	For Boys
3 43 311	2 39 176	1 08 301	1 18 782	1 88 111	5 61 565	15 59 246	For Girls
18 46 515	15 83 732	3 83 469	29 24 800	6 34 921	18 31 191	92 04 621	Total.
							SCHOOL EDUCATION SPECIAL.
79 825			158	8 441	45 458		
1 01 644	68	390	12 464	27 317	38 901		
		340	93 294	7 500	8 050		
16 114	1 240	3 152	9 240	85 835	7 868	1 23 449	Medical Schools.
4 545	950	150	2 610	4 200	739	13 194	Engineering and Surveying Schools
2 08 835	14 898	32 468	47 589	69 039	3 39 050	7 04 878	Technical and Industrial Schools
6 875			4 669	2 281	2 593	16 418	Commercial Schools
160			141		1,373	1 674	Agricultural Schools
							Reformatory Schools.
1,10 664	92 995	24 691	1 63 555	97,856	1 06 091	5 95 852	Other Schools
5 98 662	1 10 151	61 191	2 63 720	3 09 468	5 49 493	18,08 615	Total.
10 65 538	60,385	35 430	33 272	2,36 410	8 40,374	22 71 409	*Buildings*
5 15 037	25 443	6 566	37 050	38 498	1 44 502	7 67 096	*Furniture and Apparatus* (special grants only).
15 80 575	85 828	41 996	70 322	2 74 908	9 84 876	30 38 505	Total.
67 14 197	21 67,118	9 12 956	98 53 531	23 21 703	57 13 103	2 76 82 608	TOTAL EXPENDITURE ON PUBLIC INSTRUCTION

GENERAL

Expenditure (in rupees) on Public Instruction in the several provinces

OBJECTS OF EXPENDITURE.	PUBLIC INSTITUTIONS—*contd.* Under Private Management. Unaided. Fees.	Subscriptions.	Endowments and other sources.	TOTAL.	TOTAL Provincial Revenues.	Local Funds.
1	30	31	32	33	34	35
UNIVERSITY EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges						
English	3,64,018	55,966	2,55,542	6,75,526	16,95,815	24,850
Oriental	..	..	6,636	6,636	53,733	..
Colleges for Professional Training						
Law	81,351	732	5,402	87,485	32,652	..
Medicine	..	..	..	..	4,89,855	3,770
Engineering	..	..	..	..	6,96,126	..
Teaching	..	..	..	..	2,98,243	674
Agriculture	..	..	..	..	1,70,103	250
Veterinary	..	..	..	..	35,714	..
Total	4,45,369	56,698	2,67,580	7,69,647	34,72,241	29,544
SCHOOL EDUCATION, GENERAL.						
Secondary Schools						
For Boys—						
High Schools	18,19,986	1,65,585	4,04,559	23,90,130	21,95,621	36,977
Middle Schools { English	2,90,649	1,40,652	1,11,974	5,43,275	7,77,841	3,00,153
Middle Schools { Vernacular	17,499	9,991	7,268	34,758	1,83,843	7,81,231
For Girls—						
High Schools	28,785	2,000	21,456	52,241	5,00,892	200
Middle Schools { English	10,047	1,981	12,213	24,241	2,43,461	200
Middle Schools { Vernacular	565	1,023	1,598	3,186	79,147	16,104
Total	21,67,531	3,21,232	5,59,068	30,47,831	42,81,105	11,38,265
Primary Schools						
For Boys	5,36,908	82,950	2,47,138	8,66,996	37,11,156	59,18,455
For Girls	6,219	24,713	44,722	75,674	8,17,611	4,85,022
Total	5,43,127	1,07,663	2,91,860	9,42,670	45,28,767	64,03,477
SCHOOL EDUCATION, SPECIAL.						
Training Schools for Masters	..	..	2,235	2,235	12,49,348	1,38,986
Training Schools for Mistresses	..	180	7,030	7,210	2,51,177	7,465
Schools of Art	264	..	1,728	1,992	1,64,049	..
Law Schools	..	..	..	..	4,441	..
Medical Schools	51,468	240	..	51,708	2,59,713	4,040
Engineering and Surveying Schools.	6,157	..	5,282	11,439	1,51,466	950
Technical and Industrial Schools	1,723	15,135	97,798	1,14,656	4,02,993	69,758
Commercial Schools	27,330	..	2,191	29,521	28,344	..
Agricultural Schools	..	..	..	..	160	..
Reformatory Schools	..	..	..	..	2,37,666	..
Other Schools	76,315	68,078	1,26,928	2,71,321	2,67,226	93,009
Total	1,63,257	83,633	2,46,192	4,93,082	30,16,583	3,14,208
Buildings	5,555	80,992	6,99,704	7,86,251	41,57,014	15,61,617
Furniture and Apparatus	6,771	11,148	82,881	1,00,800	8,97,948	1,64,565
Total	12,326	92,140	7,82,585	8,87,051	53,51,962	17,26,182
TOTAL	33,31,610	6,61,366	21,47,285	61,40,261	2,06,53,658	96,11,676
University	..	..	..	..	1,73,526	..
Direction	..	..	..	..	6,89,056	..
Inspection	..	..	..	..	35,34,267	4,39,136
Scholarships held in—						
Arts Colleges	..	..	..	..	2,06,793	4,333
Medical Colleges	..	..	..	..	26,060	627
Other Professional Colleges	..	..	..	..	63,968	6,075
Secondary Schools	..	..	..	..	2,46,980	1,72,066
Primary Schools	..	..	..	..	50,089	56,656
Medical Schools	..	..	..	..	40,787	8,292
Technical and Industrial Schools.	..	..	..	..	38,821	18,155
Other Special Schools	..	..	..	..	14,520	3,295
Miscellaneous	..	..	..	..	12,20,283	2,59,803
Total	..	..	..	..	63,05,150	9,68,438
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	33,31,610	6,61,366	21,47,285	61,40,261	2,69,58,808	1,05,80,114

TABLE IV—*concld*

of British India for the official year 1911-12—concld

EXPENDITURE FROM					
Municipal Funds.	Fees	All other sources. Private	All other sources. Public	Grand Total.	Objects of Expenditure
36	37	38	39	40	1
Rs	Rs	Rs	Rs	Rs	UNIVERSITY EDUCATION *Arts Colleges*
33 608	18 4[illegible] 754	10 16 989	1 12 184	47 26 200	English
175	247	17,979	240	72 374	Oriental.
					Colleges for Professional Training
	2 17 814	3 060	4 968	2 58 494	Law
3 437	1 60 670	2 732		6 60 464	Medicine
	58 890	15 777		7 70 793	Engineering
201	3 142	9 279		3 11 539	Teaching
	7 9[illegible]1			1 78 304	Agriculture
	7 621		30 060	73 404	Veterinary
37,421	22 99 089	10 6[illegible] 816	1 47 461	70 51 572	Total
					SCHOOL EDUCATION GENERAL. *Secondary Schools*
					For Boys—
2 49 131	70 32 518	16 54 014	3 23 655	1,17 91 916	High Schools
2 87 700	22 90 070	10 67 086	1 26 410	48 39 620	English } Middle Schools
1 20 843	3 60 870	87 540	8 487	15 45 814	Vernacular } Middle Schools
					For Girls—
7 180	5 84 330	3 81 802	22 38[illegible]	14 96 889	High Schools.
36 193	2 44 493	3 44 840	15 127	8 84 314	English } Middle Schools.
4[illegible] 839	13 597	77 829	356	2 30 172	Vernacular } Middle Schools.
7 43 946	1 05 2[illegible] 878	36 03 111	4 96 420	2 07 88,725	Total.
					Primary Schools
13 13 040	40 87 9[illegible]1	[illegible]0 82 714	8 49 137	1 79 62 453	For Boys
3 81 384	1 33 039	8 16 839	1 29 797	27 63 692	For Girls
16 94 424	4[illegible] 20 990	28 99 553	9 78 934	2 07 26 145	Total
					SCHOOL EDUCATION SPECIAL.
3 2[illegible]0	18 [illegible]47	59 943	14 514	14 84 308	*Training Schools for Masters*
5 7[illegible]0	12 72[illegible]	74 [illegible]3	18 810	3 70 160	Training Schools for Mistresses
340	41 122	32 221		2 37 732	Schools of Art
	1 5[illegible]9			6 000	Law Schools
3 152	98 14[illegible]	1 05 897		4 70 944	Medical Schools
150	24 9[illegible]7	13 233	1 [illegible]78	1 92 034	Engineering and Surveying Schools.
52 7[illegible]	67 3[illegible]8	5 56 559	23 [illegible]	11 72 947	*Technical and Industrial Schools*
544	4[illegible] 3[illegible]5	7 06[illegible]		82 278	Commercial Schools
	141	1 373		1 674	Agricultural Schools
1 4[illegible]6		10 075		[illegible] 49 167	Reformatory Schools
[illegible]9 874	2 9[illegible] 215	4 16 364	8 903	11 07 591	Other Schools.
97 231	6 02 761	12 76 993	67 0[illegible]9	53 74 83[illegible]	Total
2 49 1[illegible]2	39 444	16 [illegible]0 [illegible]87	3 10 309	82 87 823	*Buildings*
3[illegible] [illegible]06	62 416	2 46 [illegible]47	38 13[illegible]	14 41 817	*Furniture and Apparatus*
2 81 6[illegible]8	1 01 860	19 16 [illegible]34	3 48 444	97 29 610	Total.
[illegible]8,54 680	1 77 50 578	1 07 6[illegible] 007	20 38 318	6 36 70 917	TOTAL.
	9 72 286	4 41 6[illegible]8		15 87 470	University
				6 89 056	Direction
11 691		1,899	98,841	40 85 834	Inspection
					Scholarships held in—
4 0[illegible]0	8 [illegible]83	1 1[illegible] 389	9 548	3 45,39[illegible]	Arts Colleges
4[illegible]1		8,[illegible]5		3[illegible] 483	Medical Colleges
[illegible] 1		38 8[illegible]1	5[illegible]	1 09 [illegible]0	Other Professional Colleges
19 389	7 610	[illegible] 1[illegible]3	27 928	5 49 098	Secondary Schools
3 [illegible]33	90	11 98[illegible]	9 4[illegible]4	1 31 974	Primary Schools
474		3 3[illegible]4	240	53 117	Medical Schools
5 043	80	20 6[illegible]0	1 669	84 418	Technical and Industrial Schools
1 309		11,548	[illegible]9[illegible]	30 968	Other Special Schools
8[illegible] 9 [illegible]9	31 69 [illegible]19	23 53 540	1,3[illegible] 80[illegible]	[illegible]2 19 106	Miscellaneous
1 [illegible] 4[illegible]0	41 [illegible]8 068	30 [illegible]0 [illegible]89	2 81,2[illegible]3	1 49 21 688	Total
29 84 1[illegible]0	2 19 08 646	1 38 41 29[illegible]	23 19 591	7 8[illegible] 92,605	TOTAL

STRUCTION

GENERAL

Expenditure (in rupees) on Public Instruction for Europeans

Objects of Expenditure.	PUBLIC			
	Under Public Management.			
	Managed by Government.			
	Provincial Revenues.	Fees.	Endowments and other sources.	Total.
1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
University Education.				
Arts Colleges.				
English	..	..	..	..
Colleges for Professional Training.				
Teaching	21,993	..	..	21,993
Total	21,993	..	..	21,993
School Education, General.				
Secondary Schools.				
For Boys— High Schools	48,090	9,306	16,469	73,865
Middle Schools, English	8,341	29,409	45	37,795
For Girls— High Schools	9,464	3,113	10,665	23,242
Middle Schools, English	7,783	21,951	..	29,734
Total	73,678	63,779	27,179	164,636
Primary Schools.				
For Boys	..	..	..	..
For Girls	6,196	1,568	..	7,764
Total	6,196	1,568	..	7,764
School Education, Special.				
Training Schools for Mistresses	7,431	..	..	7,431
Engineering and Surveying Schools	..	..	..	..
Technical and Industrial Schools	4,680	1,000	..	5,680
Commercial Schools	500	600	..	1,100
Other Schools	4,666	..	..	4,666
Total	17,277	1,600	..	18,877
Total Direct Expenditure	119,144	66,947	27,179	213,270
Buildings	72	..	..	72
Furniture and apparatus (special grants only)	4,469	..	989	5,458
Total	4,541	..	989	5,530
Total Expenditure on Public Instruction	123,685	66,947	28,168	218,800

TABLE IV-A.

in the several provinces of British India for the official year 1911-12

INSTITUTIONS						
Under Private Management						
Aided by Government or by Local or Municipal Boards						Objects of Expenditure
Provincial Revenues	Municipal Funds	Fees	Subscriptions.	Endowments and other sources	Total	
6	7	8	9	10	11	1
Rs	Rs	Rs	Rs	Rs	Rs	University Education
						Arts Colleges
7,896		2,435	527	5,323	16,181	English
						Colleges for Professional Training
10,482		2,823		6,349	19,654	Teaching.
18,378	-	5,258	527	11,672	35,835	Total
						School Education, General.
						Secondary Schools
						For Boys—
3,16,886	1,109	3,37,675	57,046	1,96,022	9,08,738	High Schools
1,80,216	7,968	1,23,565	94 236	1,63,951	5,69,928	Middle Schools, English
						For Girls—
2 95,620	738	4,20,012	39,321	1,50,886	9,06,577	High Schools.
1,40,003	9,750	1,44,881	40 991	79,163	4,14,788	Middle Schools, English
9,32,727	19,565	10,26,123	2,31,594	5,90,022	28,00,031	Total.
						Primary Schools
27,846	721	21,094	7,907	20,827	78 395	For Boys.
34,770	2,151	24,122	13,536	19,844	94,432	For Girls
62,625	2,872	45,216	21,443	40,671	1,72,827	Total.
						School Education, Special.
17,771		8,338	2,416	10,123	38,648	Training Schools for Mistresses
						Engineering and Surveying Schools.
18,321		12,846	2,004	3,593	36,764	Technical and Industrial Schools
4,610		2 584	1 509	240	8,934	Commercial Schools
2,939		3,512	293	4,063	10,807	Other Schools
43,641		27,280	6 213	18,019	95,153	Total.
10,57,371	22,437	11,03,877	2,59,777	6,60,384	31,03 846	Total Direct Expenditure
241,182		22,580	12,358	144,781	420,901	*Buildings*
82,845		25 195	5,958	24 085	1 38,083	*Furniture and Apparatus* (special grants only).
3 24,027		47,775	18,316	1 68,866	5 58,984	Total.
13,81,398	22,437	11,51,652	2,78,093	8,29,250	36,62,830	Total Expenditure on Public Instruction

GENERAL

Expenditure (in rupees) on Public Instruction for Europeans in the

Objects of Expenditure	Public Institutions—*concld.* Under Private Management. Unaided.				Total
	Fees.	Subscriptions.	Endowment and other sources.	Total.	Provincial Revenues.
1	12	13	14	15	16
	Rs.	Rs.	Rs.	Rs.	Rs.
University Education.					
Arts Colleges					
English	..	..	..	..	7,896
Colleges for Professional Training.					
Teaching	..	..	..	..	32,475
Total	..	..	..	..	40,371
School Education, General.					
Secondary Schools.					
For Boys—					
High Schools	73,318	13,000	5,533	91,851	3,64,976
Middle Schools, English	3,089	..	1,123	4,212	1,88,559
For Girls—					
High Schools	13,920	..	..	13,920	3,05,084
Middle Schools, English	9,596	1,981	3,601	15,178	1,47,786
Total	99,923	14,981	10,257	1,25,161	10,06,405
Primary Schools.					
For Boys	720	171	1,612	2,503	27,846
For Girls	396	..	..	396	40,975
Total	1,116	171	1,612	2,899	68,821
School Education, Special.					
Training Schools for Mistresses	..	..	..	..	25,202
Engineering and Surveying Schools	3,038	..	5,282	8,320	..
Technical and Industrial Schools	..	..	..	..	23,001
Commercial Schools	..	..	..	..	5,110
Other Schools	..	..	..	..	7,605
Total	3,038	..	5,282	8,320	60,918
Total Direct Expenditure	1,01,077	15,152	17,151	1,36,380	11,76,515
Buildings	3,580	2,115	305	6,000	2,41,254
Furniture and Apparatus	2,316	3,578	1,089	6,983	87,314
Total	5,896	5,693	1,394	12,983	3,28,568
Inspection	..	..	..	..	44,041
Scholarships held in—					
Arts Colleges	..	..	..	..	12,747
Medical Colleges	..	..	..	..	571
Other Professional Colleges	..	..	..	..	3,500
Secondary Schools	..	..	..	..	45,379
Primary Schools	..	..	..	..	8,505
Medical Schools	..	..	..	..	..
Technical and Industrial Schools	..	..	..	..	480
Miscellaneous	..	..	..	..	4,74,102
Total	..	..	..	..	5,89,325
Total Indirect Expenditure	5,896	5,693	1,394	12,983	9,17,893
Total Expenditure on Public Instruction	1,09,973	20,845	18,545	1,49,363	20,94,408

TABLE IV A—*concld*

several provinces of British India for the official year 1911 12—concld

Expenditure from: Municipal Funds	Fees	All other sources: Private	All other sources: Public	Grand Total	Objects of Expenditure
17	18	19	20	21	1
Rs	Rs	Rs	Rs	Rs	
					UNIVERSITY EDUCATION
					Arts Colleges
	2 435	3 [illegible]50	2 600	16 181	English
					Colleges for Professional Training
	[illegible] 823	6 349		41 647	Teaching
	5 [illegible]58	9 599	[illegible] 600	57 8[illegible]8	TOTAL.
					SCHOOL EDUCATION GENERAL.
					Secondary Schools
					For Boys—
1 109	4 [illegible]0 299	2 53 10[illegible]	34 965	10 74 454	High Schools.
7 968	1 56 0[illegible]3	2 55 806	3 549	6 11 93[illegible]	Middle Schools English
					For Girls—
738	4 37 045	1 78 487	[illegible],385	9 43 739	High Schools
9 [illegible]50	1 76 428	1 19 869	5 867	4 59 700	Middle Schools English
19 56[illegible]	11 89 8[illegible]	8 07 [illegible]67	66 766	30 80 8[illegible]8	TOTAL.
					Primary Schools
721	21 814	26 678	3 839	80 898	For Boys
2 1[illegible]1	[illegible]6 086	31 717	1,663	1 0[illegible] 59[illegible]	For Girls
2 872	47 900	58,39[illegible]	5 502	1 83 490	TOTAL.
					SCHOOL EDUCATION SPECIAL
	8 338	4 738	7 801	[illegible]	T[illegible]
	3 038	4 004	1 [illegible]78		
	13 846	5 [illegible]97			
	3 184	1 740			
	3 512	3 377	9 9		
	31 918	19 4[illegible]	10 0[illegible]8	1 [illegible] 3[illegible]0	TOTAL
[illegible] 437	1[illegible] 74 901	8 94 717	84 9 6	31 [illegible]3 496	TOTAL DIRECT EXPENDITURE.
	[illegible]6 160	1,59 5[illegible]9		4 [illegible]6 973	*Buildings*
	27 511	33 844	1 8[illegible]	1 60 5[illegible]4	*Furniture and Apparatus*
	53 671	1 93 403	1 8[illegible]5	5 77,497	TOTAL.
				44 041	Inspection
					Scholarships held in—
				1[illegible] 747	Arts Colleges
				571	Medical Colleges
				3 500	*Other Professional Colleges.*
		13 6[illegible]		59 007	Secondary Schools
		1 0[illegible]		9,530	Primary Schools
					Medical School
				480	Technical and Industrial Schools.
7 [illegible]09	11 40 611	6 60 341	81 013	23 63 776	Miscellaneous
7 [illegible]09	11 40 611	6 [illegible]4 994	81 013	24 93 652	TOTAL.
[illegible] 709	11 94 [illegible]	8 68,397	8[illegible] 868	30 71 149	TOTAL INDIRECT EXPENDITURE.
30 146	[illegible]4 69 183	17 63 114	1 67 [illegible]94	65 [illegible]4 61[illegible]	TOTAL EXPENDITURE ON PUBLIC INSTRUCTION

GENERAL

Stages for instruction of pupils in public schools for general

Class of Schools.	Number of Schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.		
			Boys.	Girls.	Total.
1	2	3	4	5	6
SECONDARY SCHOOLS.					
For Boys.					
Government { English	274	75,429	25,424	2	25,426
Government { Vernacular	69	6,194	..	..	..
Local Fund { English	186	32,031	1,565	1	1,566
Local Fund { Vernacular	802	102,838	..	..	..
Municipal { English	172	33,031	4,452	1	4,453
Municipal { Vernacular	46	8,104	..	..	..
Native States { English	161	17,547	6,172	3	6,175
Native States { Vernacular	13	2,020	..	..	..
Aided { English	1,972	343,381	60,841	140	60,981
Aided { Vernacular	1,194	82,364	28	..	28
Unaided { English	909	165,649	40,664	50	40,714
Unaided { Vernacular	76	5,630	..	..	..
Total	5,874	874,218	139,146	197	139,343
For Girls.					
Government { English	15	2,117	..	316	316
Government { Vernacular	22	2,013	..	..	..
Local Fund { English	..	..	..	..	..
Local Fund { Vernacular	4	244	..	..	..
Municipal { English	2	157	..	..	..
Municipal { Vernacular	8	1,295	..	..	..
Native States { English	2	62	..	10	10
Native States { Vernacular	..	..	..	..	..
Aided { English	283	30,121	..	1,799	1,799
Aided { Vernacular	131	12,049	..	1	1
Unaided { English	25	1,888	5	219	224
Unaided { Vernacular	4	206	..	2	2
Total	496	50,152	5	2,347	2,352
Total Secondary Schools	6,370	924,370	139,151	2,544	141,695
PRIMARY SCHOOLS.					
For Boys.					
Government	505	25,773	..	..	..
Local Fund	24,664	1,401,922	..	..	..
Municipal	1,451	162,384	..	..	..
Native States	2,889	176,770	..	..	..
Aided	65,650	2,352,243	..	..	..
Unaided	15,533	403,556	..	..	..
Total	110,692	4,522,648	..	..	..
For Girls.					
Government	569	41,810	..	..	..
Local Fund	1,267	50,070	..	..	..
Municipal	482	36,882	..	..	..
Native States	275	21,708	..	..	..
Aided	8,963	281,565	..	..	..
Unaided	1,330	33,459	..	..	..
Total	12,886	465,494	..	..	..
Total Primary Schools	123,578	4,988,142	..	..	..
GRAND TOTAL	129,948	5,912,512	139,151	2,544	141,695

TABLE V

education in British India at the end of the official year 1911 12

MIDDLE STAGE			TOTAL SECONDARY STAGE.			CLASS OF SCHOOLS
Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage						
Boys	Girls	Total	Boys	Girls	Total	
7	8	9	10	11	12	1
						SECONDARY SCHOOLS
						FOR BOYS
29 924	24	29 948	55,348	26	55,374	English } Government.
1 102	12	1 114	1 102	12	1 114	Vernacular } Government.
10,449	24	10,473	12 014	25	12 039	English } Local Fund.
32,297	10	32 307	32,297	10	32 307	Vernacular } Local Fund.
13 909	11	13 920	18,361	12	18 373	English } Municipal
1 616		1 616	1 616		1 616	Vernacular } Municipal
9 306	3	9 309	15,478	6	15 484	English } Native States
246		246	246		246	Vernacular } Native States
104,432	1 020	105 452	165,273	1 160	166 433	English } Aided
9,295	309	9 604	9 323	309	9 632	Vernacular } Aided
44 692	67	44 759	85 356	117	85 473	English } Unaided
766		766	766		766	Vernacular } Unaided
258 034	1,480	259,514	397 180	1 677	398 857	Total
						FOR GIRLS
	527	527		843	843	English } Government
	127	127		127	127	Vernacular } Government
						English } Local Fund.
	35	35		35	35	Vernacular } Local Fund.
	15	15		15	15	English } Municipal
	179	179		179	179	Vernacular } Municipal
	52	52		62	62	English } Native States
						Vernacular } Native States
168	6,569	6 737	168	8 368	8,536	English } Aided.
142	910	1 052	142	911	1,053	Vernacular } Aided.
17	575	592	22	794	816	English } Unaided.
	20	20		22	22	Vernacular } Unaided.
327	9 009	9 336	332	11 356	11 688	Total.
258 361	10 489	268 850	397,512	13 033	410 545	TOTAL SECONDARY SCHOOLS
						PRIMARY SCHOOLS.
						FOR BOYS
165		165	165		165	Government
1 731	6	1 737	1 731	6	1 737	Local Fund
167		167	167		167	Municipal
						Native States
2 692	116	2,808	2 692	116	2 808	Aided.
206	2	208	206	2	208	Unaided
4 961	124	5 085	4 961	124	5 085	Total
						FOR GIRLS.
	671	671		671	671	Government.
	15	15		15	15	Local Fund.
	28	28		28	28	Municipal
						Native States.
24	1 624	1 648	24	1 624	1 648	Aided.
	104	104		104	104	Unaided.
24	2,442	2,466	24	2,442	2 466	Total.
4 985	2,566	7,551	4 985	2,566	7,551	TOTAL PRIMARY SCHOOLS.
263,346	13 055	276,401	402 497	15,599	418 096	GRAND TOTAL.

GENERA

Stages for instruction of pupils in public schools for genera

Class of Schools.	UPPER PRIMARY STAGE. Comprising all Pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			LOWER PRIMARY — Comprising all pupils who have not passed beyond					
				Reading Printed Books.			Not Reading Printed Books.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	13	14	15	16	17	18	19	20	21
SECONDARY SCHOOLS.									
For Boys.									
Government . { English	12,779	29	12,808	7,106	35	7,141	105	1	106
Government . { Vernacular	1,207	90	1,297	2,750	470	3,220	563	..	563
Local Fund . { English	8,326	30	8,356	10,982	154	11,136	497	3	500
Local Fund . { Vernacular	22,917	35	22,952	37,836	335	38,171	9,220	188	9,408
Municipal . { English	6,387	3	6,390	8,097	4	8,101	166	1	167
Municipal . { Vernacular	1,346	..	1,346	4,331	9	4,340	789	13	802
Native States { English	904	..	904	968	4	972	186	1	187
Native States { Vernacular	309	1	310	924	9	933	519	12	531
Aided . { English	75,914	1,153	77,067	91,434	2,551	93,985	5,662	234	5,896
Aided . { Vernacular	16,096	1,635	17,731	39,598	10,118	49,716	5,208	77	5,285
Unaided . { English	36,460	54	36,514	39,420	274	39,694	3,888	80	3,968
Unaided . { Vernacular	1,311	1	1,312	2,728	15	2,743	800	9	809
Total .	183,956	3,031	186,987	246,174	13,978	260,152	27,603	619	28,222
For Girls.									
Government . { English	..	305	305	6	912	918	..	51	51
Government . { Vernacular	..	221	221	8	1,113	1,121	..	544	544
Local Fund . { English	..	..	..	..	..	..	..	..	..
Local Fund . { Vernacular	..	36	36	..	173	173	..	..	..
Municipal . { English	..	25	25	..	43	43	..	74	74
Municipal . { Vernacular	..	350	350	..	766	766	..	..	..
Native States { English	..	..	..	..	..	..	..	..	..
Native States { Vernacular	..	..	..	..	..	..	..	..	..
Aided . { English	527	4,923	5,450	2,871	11,508	14,379	410	1,346	1,756
Aided . { Vernacular	387	1,513	1,900	1,357	6,095	7,452	36	1,608	1,644
Unaided . { English	17	275	292	56	520	576	39	165	204
Unaided . { Vernacular	..	28	28	..	117	117	..	39	39
Total .	931	7,676	8,607	4,298	21,247	25,545	485	3.827	4,312
Total Secondary Schools .	184,887	10,707	195,594	250,472	35.225	285,697	28,088	4,446	32,534
PRIMARY SCHOOLS.									
For Boys.									
Government	4,721	26	4,747	15,148	445	15,593	4,942	326	5,268
Local Fund	201,105	2.503	203.608	809,120	39,498	848,618	305.264	42,695	347,959
Municipal	39,061	236	39.297	82,176	2,557	84,733	35,097	3,090	38,187
Native States	46.167	489	46,656	68,795	2,672	71,467	52,941	5,706	58,647
Aided	99,733	5,427	105,160	1,432,969	124,792	1,557,761	606 237	80,277	686,514
Unaided	5,193	64	5,257	222,357	11,154	233,511	147,383	17,197	164,580
Total .	395,980	8,745	404,725	2,630,565	181.118	2,811,683	1,151,864	149,291	1,301,155
For Girls.									
Government	5	2,428	2,433	314	24,759	25,073	88	13,545	13,633
Local Fund	..	4,113	4,113	116	29,416	29,532	191	16.219	16,410
Municipal	9	5.034	5,043	59	19,614	19,673	216	11,922	12,138
Native States	2	3.931	3.933	10	8,346	8,356	38	9.381	9,419
Aided	1,262	11,646	12,908	12.626	145,103	157,729	3,004	106,276	109,280
Unaided	18	573	591	645	14,434	15,079	642	17,043	17,685
Total .	1,296	27.725	29,021	13,770	241,672	255,442	4,179	174,386	178,565
Total Primary Schools .	397,276	36,470	433,746	2.644,335	422,790	3,067,125	1,156,043	323,677	1,479,720
GRAND TOTAL .	582,163	47,177	629,340	2,894,807	458,015	3,352 822	1,184,131	328,123	1,512,254

TABLE V—*contd*

education in British India at the end of the official year 1911-12—contd

Class of Schools		Stage: the Lower Primary Stage, Total: Boys	Girls	Total	Total Primary Stage: Boys	Girls	Total	Grand Total: Boys	Girls	Total
1		22	23	24	25	26	27	28	29	30
SECONDARY SCHOOLS										
For Boys.										
Government	English	7,211	36	7,247	19 990	65	20 055	75 338	91	75 429
	Vernacular	3 313	470	3 783	4 520	560	5 080	5 622	572	6 194
Local Fund	English	11 479	157	11 636	19,805	187	19 992	31 819	212	32 031
	Vernacular	47 056	523	47,579	69 973	558	70,531	102,270	568	102 838
Municipal	English	8,263	5	8 268	14 650	8	14 658	33 011	20	33 031
	Vernacular	5 120	22	5 142	6 466	22	6,488	8 082	22	8 104
Native States	English	1 154	5	1 159	2 058	5	2 063	17,536	11	17 547
	Vernacular	1,443	21	1,464	1 752	22	1 774	1 998	22	2 020
Aided	English	97 096	2 785	99,881	173 010	3 938	176 948	338,283	5 098	343 381
	Vernacular	44 806	10,195	55 001	60 902	11,830	72 732	70,225	12 139	82 364
Unaided	English	43,308	354	43 662	79 768	408	80 176	165 124	525	165 649
	Vernacular	3 528	24	3,552	4 839	25	4 864	5 605	25	5 630
Total		273,777	14 597	288,374	457 733	17 628	475,361	854 913	19 305	874 218
For Girls										
Government	English	6	963	969	6	1,268	1,274	6	2 111	2 117
	Vernacular	8	1 657	1 665	8	1 878	1,886	8	2 005	2,013
Local Fund	English		173	173		209	209		244	244
	Vernacular		117	117		142	142		157	157
Municipal	English		766	766		1 116	1 116		1,295	1,295
	Vernacular								62	62
Native States	English									
	Vernacular									
Aided	English	3,281	12 854	16 135	3 808	17 777	21,585	3 976	26 145	30 121
	Vernacular	1,393	7 703	9 096	1 780	9,216	10 996	1 922	10 127	12 049
Unaided	*English*	*95*	*685*	*780*	*112*	*960*	*1 072*	*134*	*1 754*	*1 888*
	Vernacular		156	156		184	184		206	206
Total		4 783	25,074	29 857	5 714	32 750	38 464	6 046	44 106	50 152
TOTAL SECONDARY SCHOOLS		278,560	39 671	318 231	463 447	50 378	513 825	860 959	63 411	924 370
PRIMARY SCHOOLS										
For Boys										
Government		20 090	771	20 861	24,811	797	25 608	24 976	797	25 773
Local Fund		1 114,384	82 193	1 196 577	1,315 489	84 696	1,400 185	1,317,220	84 702	1 401 922
Municipal		117,273	5 647	122 920	156 334	5,883	162,217	156,501	5 883	162 384
Native States		121 736	8,378	130 114	167 903	8,867	176 770	167 903	8,867	176 770
Aided		2 039,206	205 069	2,244,275	2 138 939	210 496	2 349 435	2 141 631	210 612	2,352,243
Unaided		369 740	28 351	398 091	374 933	28 415	403,348	375 139	28 417	403,556
Total		3 782 429	330 409	4 112 838	4 178 409	339 154	4 517,563	4 183,370	339,278	4,522 648
For Girls										
Government		402	38 304	38 706	407	40 732	41 139	407	41,403	41 810
Local Fund		307	45 635	45 942	307	49 748	50 055	307	49 763	50 070
Municipal		275	31 536	31,811	284	36,570	36,854	284	36,598	36 882
Native States		48	17 727	17 775	50	21 658	21 708	50	21 658	21 708
Aided		15 630	251,379	267 009	16,892	263 025	279 917	16 910	264 649	281,559
Unaided		1,287	31,477	32 764	1,305	32 050	33,355	1,305	32 154	33 459
Total		17 949	416 058	434 007	19,245	443 783	463 028	19,269	446,225	465 494
TOTAL PRIMARY SCHOOLS		3,800,378	746 467	4,546 845	4 197 654	782,937	4 980,591	4 202 639	785,503	4 988 142
GRAND TOTAL		4 078 938	786 138	4 865 076	4 661 101	833,315	5 494 416	5 063,598	848 914	5 912,512

EDUCATION—GENERA

Results of the prescribed examinations in t

Nature of Examinations.	Number of Institutions sending Examinees.				Number of Examinees.					Number	
	Institutions under Public Management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public Management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Institutions under Public Management.	Aided Institu tions.
Arts Colleges											
Master of Arts	8	13	5	26	136	123	11	239	509	71	71
Master of Science	3	2	..	5	38	6	..	28	72	25	4
Bachelor of Arts	24	35	17	76	935	1,867	896	660	4,358	622	1,123
Bachelor of Science	15	16	6	37	242	120	93	6	461	146	62
First B.A.	6	14	8	28	401	1,091	245	691	2,428	323	743
First B.Sc.	..	..	..	..	..	..	..	..	..	..	..
Intermediate Examination in Arts	31	61	36	128	1,699	3,633	2,546	413	8,291	969	1,850
Intermediate Examination in Science	13	13	8	34	360	318	611	12	1,310	239	180
Previous Examination	6	5	..	11	513	914	..	191	1,651	227	542
Oriental Colleges.											
Master of Oriental Learning	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Oriental Learning	..	..	..	..	..	..	..	..	..	..	..
First Arts Oriental Faculty	..	..	..	..	..	..	..	..	..	..	..
Honours in Sanskrit	1	4	23	28	124	17	53	70	264	80	2
Honours in Arabic	..	1	..	1	..	11	..	18	29	..	6
Honours in Persian	..	1	..	1	..	3	..	59	62	..	..
Honours in Gurmukhi	..	..	..	..	..	..	..	15	15	..	..
Honours in Punjabi	..	..	..	..	..	..	..	..	..	..	..
High Proficiency in Sanskrit	1	13	124	138	117	92	495	76	780	42	52
High Proficiency in Arabic	..	2	1	3	..	8	1	13	22	..	4
High Proficiency in Persian	..	1	..	1	..	3	..	19	22	..	1
High Proficiency in Punjabi	..	1	..	1	..	1	..	13	14	..	..
High Proficiency in Hindi	..	..	..	..	..	..	..	2	2	..	..
High Proficiency in Urdu	..	..	..	..	..	..	..	8	8	..	..
Proficiency in Sanskrit	1	13	182	196	34	57	666	114	871	7	15
Proficiency in Arabic	..	2	5	7	..	7	11	18	36	..	5
Proficiency in Persian	..	..	..	..	..	..	..	14	14	..	..
Proficiency in Hindi	..	..	..	..	..	..	..	3	3	..	..
Proficiency in Gurmukhi	..	..	..	..	..	..	..	..	..	..	..
Proficiency in Punjabi	..	..	..	..	..	..	..	4	4	..	..
Additional Examination in English for Oriental Titles.	..	..	..	..	..	..	..	..	..	..	..
Colleges for Professional Training.											
Law.											
Doctor of Law	..	..	..	..	..	..	..	..	..	..	..
Master of Law	..	..	..	..	..	..	..	16	16	..	..
Honours in Law	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Law	8	..	10	18	680	..	501	349	1,530	354	..
First LL. B. and Previous LL. B.	3	..	7	10	357	..	398	..	755	211	..
First Examination in Law	1	..	2	3	203	..	191	276	670	108	..
Special Test Examination in Law	..	..	..	..	..	..	..	..	..	..	..
Intermediate Examination in Law	..	..	..	..	..	..	..	..	..	..	..
Licentiate Examination in Law	..	..	..	..	..	..	..	..	..	..	..
First Certificate Examination in Law	..	..	..	..	..	..	..	..	..	..	..
Preliminary Examination in Law	..	..	..	..	..	..	..	..	..	..	..
Medicine.											
M. S.	..	..	..	..	..	..	..	..	..	..	..
M. D.	1	..	..	1	2	..	..	..	2	1	..
M. B. (a)	2	..	..	2	14	..	..	..	14	6	..
Second Professional Examination for M.B., B. S	3	..	..	3	66	..	..	..	66	46	..
First Professional Examination for M. B., B. S.	2	..	..	2	50	..	..	..	50	36	..
Intermediate M.B., B.S. Examination	1	..	..	1	116	..	..	..	116	54	..
L.M.S. (b)	3	..	..	3	309	..	..	..	309	130	..
First M.B. (c)	1	..	..	1	160	..	..	..	160	106	..
First L.M.S. (d)	2	..	..	2	137	..	..	..	137	63	..
Additional Test in Chemistry	1	2	1	4	78	47	38	7	170	24	13
Preliminary Scientific M.B.	1	..	..	1	159	..	..	..	159	99	..
L.S. Sc.	..	..	..	..	..	..	..	..	..	..	..
Preliminary Scientific L.M.S.	1	..	..	1	156	..	..	..	156	82	..
Bachelor of Hygiene	2	..	..	2	10	..	..	..	10	5	..
Combined Preliminary Scientific and First M.B	..	..	..	..	..	..	..	..	..	..	..
Special certificate class examination for females.	1	..	..	1	3	..	..	..	3	2	..

(a) Final or Third M.B. and C.M. Examination in Madras, and Second M.B. Examination in Bengal.
(b) Second L.M.S. Examination in Bengal.

TABLE VI.

several provinces of British India during 1911 12

PASSED			RACE OR CREED OF PASSED SCHOLARS								
Other Institutions	Private Students	Total	Europeans and Anglo Indians	Indian Christians	Hindus: Brahmans	Hindus: Non Brahmans	Muhammadans	Buddhists	Parsis	Others	NATURE OF EXAMINATIONS
											ARTS COLLEGES.
7	135	284	2	6	111	139	20		6		Master of Arts.
	18	47			17	28	2				Master of Science
475	257	2 477	20	119	1,300	745	220	13	45	15	Bachelor of Arts
55	2	265		4	107	137	7		6	4	Bachelor of Science
179	262	1 507	7	156	1 033	289	21			1	First B.A
											First B.Sc
1 131	155	4 105	58	135	1 477	1 939	387	51	52	6	Intermediate Examination in Arts
228	6	653	5	1	191	423	28	2	3		Intermediate Examination in Science.
	45	814	5	28	630		31		114	6	Previous Examination
											ORIENTAL COLLEGES
											Master of Oriental Learning
											Bachelor of Oriental Learning
											First Arts, Oriental Faculty
26	28	136			134	2					Honours in Sanskrit.
	16	22					22				Honours in Arabic
	12	12					12				Honours in Persian
	5	5			1					4	Honours in Gurmukhi
											Honours in Punjabi
235	26	355			354	1					High Proficiency in Sanskrit
1	10	15					15				High Proficiency in Arabic
	13	14					14				High Proficiency in Persian
	7	7								7	High Proficiency in Punjabi
	1	1			1						High Proficiency in Hindi.
	5	5					5				High Proficiency in Urdu.
183	62	267			263	4					Proficiency in Sanskrit
8	6	19					19				Proficiency in Arabic
	8	8				1	7				Proficiency in Persian
	1	1				1					Proficiency in Hindi.
											Proficiency in Gurmukhi.
	4	4								4	Proficiency in Punjabi.
											Additional examination in English for Oriental Titles
											COLLEGES FOR PROFESSIONAL TRAINING
											Law
											Doctor of Law
	3	3			2				1		Master of Law
											Honours in Law
279	108	741		11	279	368	55	2	22	4	Bachelor of Law
268		479	1	11	157	235	53	1	14	7	First LL.B and Previous LL.B
111	87	306		8	140	132	18	3		5	First Examination in Law
											Special Test Examination in Law
											Intermediate Examination in Law
											Licentiate Examination in Law
											First Certificate Examination in Law.
											Preliminary Examination in Law
											Medicine
											M.S
		1							1		M D
		6				5	1				M B (a)
		46	1		7	28	6		1	3	Second Professional Examination for M B B S
		36			12	13	3		5	3	First Professional Examination for M B B.S
		54	1	2	29				22		Intermediate M B, B S Examination
		130	5	7	51	46	5		14	2	L.M.S (b)
		106	2		36	68					First M B (c)
		63	1	8	36		3		15		First L.M.S (d)
1	3	41			4	[illegible]	7	1		4	Additional Test in Chemistry
		99	2		24	[illegible]	3				Preliminary Scientific M B
											L.S Sc
		82	3	7	57		2		13		Preliminary Scientific L.M.S
		5		2					3		Bachelor of Hygiene
											Combined Preliminary Scientific and First M.B
		2	1	1							Special certificate class examination for females

(c) Third Second and First M B and C.M Examination in Madras
(d) Second and First L.M.S. Examination in Madras and Bombay

EDUCATION—GENERAL

Results of the Prescribed Examinations in the

Nature of Examinations.	Number of Institutions sending Examinees.				Number of Examinees.					Number	
	Institutions under Public Management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public Management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Institutions under Public Management.	Aided Institutions
Colleges for Professional Training—*contd.*											
Engineering.											
M. C. E.	..	..	..	..	..	..	..	..	..	..	..
B. C. E.	3	..	..	3	34	..	..	..	34	24	..
L. C. E.	3	..	..	3	104	..	..	..	104	59	..
First L. C. E.	..	..	..	..	..	..	..	..	..	..	..
Examination in Art drawing	..	..	..	..	..	..	..	..	..	..	..
First Examination in Engineering	1	..	..	1	64	..	..	..	64	43	..
Roorkee College Examinations—											
Civil Engineer	3	..	..	3	84	..	..		84	52	..
Electrical Engineer	..	..	..	..	..	..	..	..	..	..	..
Upper Subordinate	1	..	..	1	37	..	..	..	37	37	..
Lower Subordinate	1	..	..	1	60	..	..	..	60	60	..
Agriculture.											
L. Ag.	2	..	..	2	57	..	..	..	57	48	..
Second L. Ag.	1	..	..	1	18	..	..	..	18	16	..
First L. Ag.	1	..	..	1	31	..	..	..	31	21	..
Teaching	9	5	..	14	442	39	..	42	523	380	34
Schools for General Education.											
Matriculation Examination — Boys	236	456	324	1,016	5,623	6,798	5,638	1,131	19,190	3,354	3,556
Matriculation Examination — Girls	8	38	9	55	27	109	35	19	190	22	63
School Final — Boys	134	211	31	376	2,565	4,856	477	7	7,905	1,319	3,974
School Final — Girls	2	16	1	19	5	87	2	..	94	5	87
High School Examination for Europeans. — Boys	2	31	1	34	16	184	3	6	209	9	105
High School Examination for Europeans. — Girls	1	26	1	28	6	105	2	8	121	5	78
High School Scholarship Examination. — Boys	51	17	..	68	294	96	..	..	390	166	27
High School Scholarship Examination. — Girls	..	6	..	6	..	28	..	..	28	..	6
Cambridge Senior Examination. — Boys	..	15	3	18	..	76	25	5	106	..	38
Cambridge Senior Examination. — Girls	..	6	..	6	..	35	..	9	44	..	17
B. and C. Classes Examination	6	..	..	6	27	..	..	..	27	16	..
Public Service Certificate Examinations. — English and Vernacular	(e) 1,250	67	173	1,490	5,174	520	316	1,207	7,217	2,860	312
Cambridge Junior Examination. — Boys	1	24	3	28	7	165	26	2	200	2	79
Cambridge Junior Examination. — Girls	1	9	..	10	9	38	..	..	47	4	31
Middle School Examination — Boys	1,126	2,451	662	4,239	21,390	25,385	9,471	1,571	57,817	12,677	17,473
Middle School Examination — Girls	21	192	5	218	138	1,463	35	46	1,682	101	1,014
Upper Primary Examination. — Boys	11,792	9,695	917	22,404	94,607	72,650	13,434	89	180,780	60,089	50,730
Upper Primary Examination. — Girls	738	713	20	1,471	2,749	5,142	78	11	7,980	1,881	3,572
Lower Primary Examination. — Boys	11,584	30,736	2,012	44,332	93,738	223,972	14,744	1	332,455	58,995	158,265
Lower Primary Examination. — Girls	965	2,230	80	3,275	7,140	21,026	261	2	28,429	4,809	15,030
Schools for Special Instruction.											
Training School Examination for Masters. — Upper	25	6	..	31	931	78	..	175	1,184	804	30
Training School Examination for Masters. — Lower	237	27	2	266	3,644	499	53	260	4,456	2,378	252
Training School Examination for Mistresses. — Upper	13	19	1	33	213	121	..	44	378	153	89
Training School Examination for Mistresses. — Lower	12	27	2	41	197	296	17	8	518	131	194
Teachers Examination for students outside Training School.	33	758	..	791	38	889	..	7	934	15	152
Schools of Art Examination	164	209	210	583	3,717	4,042	3,436	579	(b)13,835	1,879	1,452
Medical Examination	9	1	..	10	531	1	..	..	532	406	..
Examination in Engineering / Examination in Surveying	12	7	1	20	441	42	90	10	583	329	30
Industrial School Examination	6	..	..	6	95	..	..	3	(b)486	71	..
Commercial School Examination	9	3	7	19	169	11	33	19	232	85	2
Agricultural School Examination	..	..	..	..	..	..	..	..	..	..	..
Sanskrit Title Examination	3	910	..	913	80	4,994	..	..	5,074	60	2,867
Madrassa Central Examination	..	..	..	..	..	..	..	..	..	..	..
Madrassa Maktab Examination	..	..	..	..	..	..	..	..	..	..	..
Other Schools Examination	84	90	48	222	4,157	409	351	315	5,232	1,955	262

(a) Includes 7 girls in Burma, the race or creed of whom is
(b) „ 2,061 and 388 students sent up for the Schools
(c) „ 1,029 and 270 students passed in the Schools
(d) Includes 71 students in Madras the race or creed of whom is
(e) The figures represent the results of the Bombay Vernacular
NOTE.—In Madras and Bombay students have not, in some cases, been distinguished

TABLE VI—*contd*

several provinces of British India during the official year 1911-12—contd

PASSED			RACE OR CREED OR PASSED SCHOLARS								Nature of Examinations.
					Hindus						
Other Institutions	Private Students	Total	Europeans and Anglo Indians	Indian Christians	Brahmans	Non Brahmans	Muhammadans	Buddhists	Parsis	Others	
											Colleges for Professional Training—*contd*
											Engineering
											M. C E
		24		1	15	8					B C E
		59	1	1	38	17	1		1		L C E
											First L. C E.
											Examination in Art drawing
		43		3	32				8		First Examination in Engineering
											Roorkee College Examinations—
		52	5		32	7	2		6		Civil Engineer
											Electrical Engineer
		37	18		7	12					Upper Subordinate
		60			10	48	2				Lower Subordinate
											Agriculture
		48		1	26	18	3				L. Ag
		16		2	14						Second L. Ag
		21		2	18				1		First L. Ag
	24	438	35	27	127	168	80	1			*Teaching*
											Schools for General Education
3 093	357	10,290	21	165	2 716	5 732	1,280	131	214	31	Boys } Matriculation Examination
17	10	112	20	34	5	26	2		18	7	Girls } Matriculation Examination
285	1	5,579	30	379	3 168	1 662	291	33	12	4	Boys } School Final
2		94	13	76	1	3			1		Girls } School Final
3		117	107	4	2			2	2		Boys } High School Examination for Europeans
2	3	88	86					1	1		Girls } High School Examination for Europeans
		193	5	1	89	73	24			1	Boys } High School Scholarship Examination
		6	6								Girls } High School Scholarship Examination
13		51	43		1		1		2	4	Boys } Cambridge Senior Examination
	3	20	17				1			2	Girls } Cambridge Senior Examination
		16			6	8	2				B & C Classes Examination
137	384	3 693		42	1 486	1 653	470	34	1	7	{ English and Vernacular } Public Service Certificate Examinations
13	1	95	84	1	1	1	1	1	3	3	Boys } Cambridge Junior Examination
		35	33			2					Girls } Cambridge Junior Examination
6 840	508	37 498	309	1 455	7 733	15 697	5 872	5 997	132	303	Boys } Middle School Examination
25	24	1 164	278	393	27	162	25	214	14	51	Girls } Middle School Examination
10,591	60	121 470	340	4 390	20 8 1	58 072	18 149	18 189	401	1 148	Boys } Upper Primary Examination
57	7	5 517	317	9 3	680	1 607	157	1 449	273	81	Girls } Upper Primary Examination
11,391		238 651	393	10 037	19,209	88 19	37,230	71 720	450	1 417	Boys } Lower Primary Examination
192	2	20 033	650	1 357	1 969	4 939	1 116	9 452	435	115	Girls } Lower Primary Examination
											Schools for Special Instruction
	106	940	7	34	466	268	196	36		3	Upper } Training School Examination for Masters
30	78	2 738	15	283	1,280	726	363	29		42	Lower } Training School Examination for Masters
	21	263	25	104	48	63	14	2		7	Upper } Training School Examination for Mistresses
14	2	341	27	213	53	28	12	3		5	Lower } Training School Examination for Mistresses
	1	(a) 168	2	22		1	7	136			Teachers Examinations for students outside Training School
1,441	257	(c) 6 058	166	468	2 140	2,318	593	54	279	110	Schools of Art Examination
		406	4	23	138	150	33	1	2	55	Medical Examination
66	7	(d)432	12	2	68	295	24	6		24	{ Examination in Engineering / Examination in Surveying
	1	(e)342	18	111	27	119	60			7	Industrial School Examination
8	7	102	7		33	50	10			2	Commercial School Examination
											Agricultural School Examination
		2 927			2 459	468					Sanskrit Title Examination
											Madrassa Central Examination
											Madrassa Maktab Examination
137	137	2 491	114	54	362	1 655	153	33	94	25	Other Schools Examination

shown with the race or creed of boys who passed that examination
of Art and Industrial Schools examinations respectively from the different institutions in Madras details of whom are not available
of Art and Industrial Schools examinations respectively from the different institutions in Madras details of whom are not available
not available
final examination and the Burma Public Service certificate Examination
between Brahmans and non Brahmans They have hence been shown under Brahmans

GENERAL

Return showing the distribution of Local Board and Municipal Expenditure

Objects of Expenditure.	EXPENDITURE OF LOCAL						
	In Institutions Managed						
	Number of Institutions.	Number of Scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Local Fund.	Municipal Grants.
University Education.					Rs.	Rs.	Rs.
Arts Colleges.							
English	..	..	..	..	..	..	..
Oriental	..	..	..	..	..	..	..
Colleges or Departments of Colleges for Professional Training.							
Law	..	..	..	..	..	..	..
Medicine	..	..	..	..	..	..	..
Engineering	..	..	..	..	..	..	..
Teaching	..	..	..	..	..	..	..
Agriculture	..	..	..	..	..	..	..
Total	..	..	..	..	..	..	..
School Education, General.							
Secondary Schools.							
For Boys—							
High Schools	17	6,909	6,760	5,981	..	17,009	1,332
Middle Schools { English	169	25,122	23,957	20,453	1,581	96,956	13,622
Middle Schools { Vernacular	802	102,838	97,172	75,407	..	6,27,902	23,830
For Girls—							
High Schools	..	..	..	..	..	..	..
Middle Schools { English	..	..	..	..	..	..	..
Middle Schools { Vernacular	4	244	229	204	149	1,866	..
Total	992	135,113	128,118	102,045	1,730	7,43,733	38,784
Primary Schools.							
For Boys	24,664	1,401,922	1,316,153	1,015,103	16,84,233	45,22,265	73,273
For Girls	1,267	50,070	47,163	34,380	64,366	2,33,967	10,476
Total	25,931	1,451,992	1,363,316	1,049,483	17,48,599	47,56,232	83,749
School Education, Special.							
Training Schools for Masters	128	957	933	897	..	90,210	716
" " " Mistresses	1	4	4	3	..	276	..
Schools of Art	..	..	..	..	..	..	..
Law Schools	..	..	..	..	..	..	..
Medical Schools	..	..	..	..	..	..	..
Engineering and Surveying Schools	..	..	..	..	..	..	..
Technical and Industrial Schools	33	1,787	1,669	1,285	12,621	51,972	462
Commercial Schools	..	..	..	..	..	..	..
Agricultural Schools	..	..	..	..	..	..	..
Other Schools	..	..	..	..	345	..	..
Total	162	2,748	2,606	2,185	12,966	1,42,458	1,178
Buildings	..	..	..	..	71,255	14,64,349	7,357
Furniture and apparatus	..	..	..	..	27,876	1,37,659	222
Total	..	..	..	..	99,131	16,02,008	7,579
University	..	..	..	..	..	..	..
Inspection	..	..	..	..	..	..	..
Scholarships held in { Arts Colleges	..	..	..	..	..	..	..
Scholarships held in { Medical Colleges	..	..	..	..	..	..	..
Scholarships held in { Other Professional Colleges	..	..	..	..	..	..	..
Scholarships held in { Secondary Schools	..	..	..	..	..	..	..
Scholarships held in { Primary Schools	..	..	..	..	..	..	..
Scholarships held in { Medical Schools	..	..	..	..	..	..	..
Scholarships held in { Technical and Industrial Schools	..	..	..	..	..	..	..
Scholarships held in { Other Special Schools	..	..	..	..	..	..	..
Miscellaneous	..	..	..	..	..	..	..
Total	..	..	..	..	..	..	..
GRAND TOTAL	27,085	1,589,853	1,494,040	1,153,713	18,62,426	72,44,431	1,31,290

TABLE VII.

on Public Instruction in British India for the official year 1911 12

BOARDS ON PUBLIC INSTRUCTION								
BY LOCAL BOARDS.				IN INSTITUTIONS MANAGED BY			Total Local Boards' expenditure on Public Instruction	OBJECTS OF EXPENDITURE.
Fees	Subscriptions	Endowments and other sources	Total.	Government.	Municipal Boards	Private persons or Associations.		
Rs.	Rs.	Rs.	Rs	Rs	Rs	Rs	Rs.	UNIVERSITY EDUCATION
								Arts Colleges
					1 200	°3 6.0	24 850	English
								Oriental.
								Colleges or Departments of Colleges for Professional Training
								Law
				3 7"0			3 7 0	Med cine
								Engineering
				674			674	Teaching
				2.,0			250	Agriculture
				4 604	1 "00	°3 650	29 544	TOTAL.
								SCHOOL EDUCATION GENERAL.
								Secondary Schools
								For Boys—
1 25 506	184	1 095	1 45 126	3 654	1 910	14 404	36 977	High Schools
2 09 163	7 871	° 666	3 31 859	506	10 60..	1 9°,386	3 00 453	English } Middle Schools
1 72 645	4 672	1,445	8 30 494	1 30..	10 99..	1 44 0°9	7 84 231	Vernacular } Middle Schools
								For Girls—
				300			300	High Schools
						200	200	English } Middle Schools.
			2 015			14 °38	16 104	Vernacular } Middle Schools.
5 07 314	12 7°7	5 206	13 09 494	5,765	23 510	3 65 °.,7	11 38 °65	TOTAL.
								Primary Schools
5 61 454	31 940	1° 169	68 85 334	348	..1 386	13 44 571	59 18 455	For Boys
115	734	°38	3 09 896	1 387	10 49°	2 39 176	4 85 0°°	For Girls
5 61 569	3° 674	1° 407	71 9.. °30	1 735	61 878	15 83 747	64 03 477	TOTAL.
								SCHOOL EDUCATION SPECIAL
116		2	91 044	48 776			1 38 986	Training Schools for Masters
			276	7 1°1		68	7 46..	Mistresses
								Schools of Art
								Law Schools
				2 800		1 °40	4 040	Medical Schools
						9 .0	9 0	Engineering and Surveying Schools
10 054	3 373	16 48°	94 964	1 088	1 800	14 898	69 "58	Technical and Industrial Schools
								Commercial Schools
								Agricultural Schools
			345		14	9° 99..	93 009	Other Schools
10 170	3 373	16 484	1 86 6°9	59 785	1 814	1 10 151	3 14 "08	TOTAL.
238	19 395	5 000	15 67 594	34 774	5..0	61 944	15 61 617	Buildings
168	864	6..°	1 67 441		533	°6 373	1 64 565	Furniture and apparatus
406	20 ° 9	5 652	17,35 035	34 774	1 083	88,317	17 °6 18°	TOTAL.
								University
							4,39 136	Inspection
							4 333	Scholarships held in — Arts Colleges
							627	Scholarships held in — Medical Colleges
							6 075	Scholarships held in — Other Professional Colleges
							1 72 066	Scholarships held in — Secondary Schools.
							56 6 .6	Scholarships held in — Primary Schools
							8,29°	Scholarships held in — Medical Schools
							18 155	Scholarships held in — Technical and Industrial Schools
							3,295	Scholarships held in — Other Special Schools
							2,59 803	Miscellaneous.
							9 68 438	TOTAL.
10 "9 459	69 033	29 "49	1 04 26 388	1 06 753	89 485	21 71 1°°	1,05,80 114	GRAND TOTAL.

GENERAL

Return showing the distribution of Local Board and Municipal Expenditure on

OBJECTS OF EXPENDITURE.	EXPENDITURE OF MUNICIPAL BOARDS							
					IN INSTITUTIONS MANAGED BY			
	Number of Institutions.	Number of Scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Municipal rates.	Local Board's Grants.	Fees.
UNIVERSITY EDUCATION.					Rs.	Rs.	Rs.	Rs.
Arts Colleges.								
English	5	333	332	297	2,871	6,467	1,200	26,141
Oriental	..	..	..	..	..	..	..	..
Colleges or Departments of Colleges for Professional Training.								
Law	1	12	12	10	..	..	..	821
Medicine	..	..	..	..	..	..	..	..
Engineering	..	..	..	..	..	..	..	..
Teaching	..	..	..	..	..	..	..	..
Agriculture	..	..	..	..	..	..	..	..
TOTAL	6	345	344	307	2,871	6,467	1,200	26,962
SCHOOL EDUCATION, GENERAL.								
Secondary Schools.								
For Boys—								
High Schools	38	13,834	13,557	12,036	54,359	86,325	1,910	2,49,987
Middle Schools — English	134	19,197	19,285	16,230	37,699	1,44,487	10,605	1,73,942
Middle Schools — Vernacular	46	8,104	8,092	6,652	..	38,674	10,995	11,367
For Girls—								
High Schools	..	..	..	..	..	..	..	..
Middle Schools — English	2	157	143	94	1,045	7,254	..	115
Middle Schools — Vernacular	8	1,295	1,164	902	1,634	14,514	..	67
TOTAL	228	42,587	42,241	35,914	94,737	2,91,254	23,510	4,35,478
Primary Schools.								
For Boys	1,451	162,384	160,617	123,592	2,71,434	9,64,334	51,386	1,06,349
For Girls	482	36,882	34,638	23,771	68,080	2,62,261	10,492	553
TOTAL	1,933	199,266	195,255	147,363	3,39,514	12,26,595	61,878	1,06,902
SCHOOL EDUCATION, SPECIAL.								
Schools for Special Instruction.								
Training Schools for Masters	..	..	..	..	..	..	..	..
" " Mistresses	2	20	20	19	921	3,608	..	..
Schools of Art	..	..	..	..	..	..	..	..
Law Schools	..	..	..	..	..	..	..	..
Medical Schools	..	..	..	..	..	..	..	..
Engineering and Surveying Schools	..	..	..	..	..	..	..	..
Technical and Industrial Schools	6	664	644	477	6,035	19,825	1,800	398
Commercial Schools	1	137	110	102	878	544	..	1,074
Agricultural Schools	..	..	..	..	..	..	..	..
Reformatory Schools	..	..	..	..	..	..	..	..
Other Schools	5	162	164	98	2,143	2,383	14	18
TOTAL	14	983	938	696	9,977	26,360	1,814	1,490
Buildings	..	..	..	..	17,355	2,05,972	150	..
Furniture and apparatus	..	..	..	..	16,556	23,347	533	87
TOTAL	..	..	..	..	33,911	2,29,319	683	87
University	..	..	..	..	..	..	..	..
Inspection	..	..	..	..	..	..	..	..
Scholarships held in — Arts Colleges	..	..	..	..	..	..	..	..
Scholarships held in — Medical Colleges	..	..	..	..	..	..	..	..
Scholarships held in — Other Professional Colleges	..	..	..	..	..	..	..	..
Scholarships held in — Secondary Schools	..	..	..	..		..		..
Scholarships held in — Primary Schools	..	..	..	..				..
Scholarships held in — Medical Schools	..	..	..	..				..
Scholarships held in — Technical and Industrial Schools	..	..	..	..				
Scholarships held in — Other Special Schools	..	..	..	..				
Miscellaneous	..	..	..	..				
TOTAL	..	..	..	..				
GRAND TOTAL	2,181	243,181	238,778	184,280				

TABLE VII—*contd*

Public Instruction in British India for the official year 1911 12—contd

ON PUBLIC INSTRUCTION

Municipal Boards: Subscriptions	Municipal Boards: Endowments and all other sources	Municipal Boards: Total	In Institutions Managed by: Government	In Institutions Managed by: Local Boards	In Institutions Managed by: Private persons or Associations	Total Municipal Expenditure on Public Instruction	Total Expenditure of Local and Municipal Boards on Public Instruction	Objects of Expenditure
Rs.	Rs	Rs	Rs	Rs	Rs	Rs	Rs	UNIVERSITY EDUCATION
								Arts Colleges
"5	4 "5"	41,506			27 141	33 608	58 458	English
					1 5	1 5	1 5	Oriental
								Colleges or Departments of Colleges for Professional Training
		8 1						Law
			3 437			3 437	,207	Medicine
								Engineering
			901			901	875	Teaching
							950	Agriculture
5	4 59	42 397	3 638		2 ,316	37 21	66 965	TOTAL
								SCHOOL EDUCATION GENERAL
								Secondary Schools
								For Boys
105	3 164	30 850	13 122	1 332	1 48,3 2	2 49 131	86 108	High Schools
3 19	2 104	3 203	1 544	13 62	1 8 107	2 37 60	5 88 213	English } Middle Schools
	6	61 0 2	232	23,830	58 107	1,20 843	9 05 0 4	Vernacular } Middle Schools
								For Girls—
					7 180	7 180	7 180	High Schools
402		8 8 6			28 2 9	36 193	36,393	English } Middle Schools
		16,215	19		8 06	42 8 9	58 943	Vernacular } Middle Schools
3 762	5 304	8 54 045	14 917	38 84	3 98,991	7 43 946	18 82,211	TOTAL
								Primary Schools
960	3 996	13 98 389	9	3 488	2 5 458	13 13 040	72 31 495	For Boys
1 61	1 387	3 44 134	537	10,4 6	1 08,060	3 81,384	8 66 406	For Girls
2,321	5 313	17 42,523	63	83 964	3 83 818	16 94 424	80 97 901	TOTAL
								SCHOOL EDUCATION SPECIAL
								Schools for Special Instruction
			2,504	716		3,2"0	1 42,256	Training Schools for Masters
		4,520	1 "22		390	5 20	13 185	Mistresses
					340	540	240	Schools of Art
								Law Schools
					31 2	3 15		
					150	150		
	4 196	32 254		40	32 468	52 55		
		2 49				544		
			1,426			1 4 0		
		45 8	2 800		24 691	22,8 4		
	4 196	43,837	8 502	1 1 8	61 191	9 ,231	4 11 439	TOTAL
5 000	2	2,23 02	173	7 307	35 650	2 49 1 2	18 10 C9	Buildings
	113	40 636	2 371	222	6,566	3 50	1 97 71	Furniture and apparatus
5 000	138	2 69 138	2 544	7,579	42 216	2 81 658	20 07 840	TOTAL
								University
						11 691	4,50 827	Inspection
						4 050		
						4 1		
						351		
						19,3 9		
						3 33		
						4 4		
						5 043		
						1 3 0		
						8 9 9		
						1,29 4 0	10 97,908	TOTAL
11 158	19 03	22,51,8 0	30,233	1,31,05	9 13 532	29 84 1 0	1,35 64,264	GRAND TOTAL

GENERAL

Attendance and Expenditure in hostels or

—	Number of		Number of boarders who are students			
	Hostels or Boarding Houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.
MANAGED BY GOVERNMENT—						
Boys	514	18,168	2,221	1,437	7,624	490
Girls	30	1,165	23	7	584	189
MANAGED BY LOCAL OR MUNICIPAL BOARDS—						
Boys	623	14,082	50	..	12,734	774
Girls	..	..	..	..	..	..
AIDED BY GOVERNMENT OR BY LOCAL OR MUNICIPAL BOARDS—						
Boys	345	18,760	1,761	69	11,442	4,694
Girls	234	13,470	52	61	8,392	4,267
MAINTAINED BY NATIVE STATES—						
Boys	33	850	86	..	597	108
Girls	1	28	..	..	..	..
UNAIDED—						
Boys	841	31,289	4,286	275	18,084	6,630
Girls	175	9,275	36	70	2,733	5,752
TOTAL—						
Boys	2,356	83,455	8,407	1,781	50,481	12,696
Girls	440	23,928	111	138	11,709	10,208
GRAND TOTAL .	2,796	107,383	8,518	1,919	62,190	22,904

TABLE VIII.

boarding houses for the official year 1911-12.

OF	EXPENDITURE FROM						
Special Schools	Provincial Revenues.	Local or Municipal Funds	Subscriptions and Endowments	Fees	Native States Revenues	Total expenditure	—
	Rs	Rs	Rs.	Rs	Rs	Rs.	
							MANAGED BY GOVERNMENT—
6,696	2,18,481	493	1,40,488	5 25,957	168	8,85,587	Boys
352	70,541	.	72,517	16,422	120	1,59,600	Girls
							MANAGED BY LOCAL OR MUNICIPAL BOARDS—
524	994	63,252	9,053	53,950		1,27,249	Boys
.							Girls
							AIDED BY GOVERNMENT OR BY LOCAL OR MUNICIPAL BOARDS
791	2,22,934	30,464	3,67,696	7,01,819	2,761	13,25,674	Boys
698	2,17,054	17,894	4 28,897	6,01,147	.	12 64,992	Girls
							MAINTAINED BY NATIVE STATES—
65	.		180	14,857	14,824	29,861	Boys
28		.		..	144	144	Girls.
							UNAIDED—
2,014	10,808		5,32,104	7,03,528	.	12,46,440	Boys.
684	.	.	2,71,634	1,61,159	.	4,32,793	Girls.
							TOTAL—
10,090	4,53,217	94,209	10,49,521	20,00,111	17,753	36,14,811	Boys
1,762	2,87,595	17,894	7,73,048	7,78,728	264	18,57,529	Girls.
11,852	7,40,812	1,12,103	18,22,569	27,78,839	18,017	54,72,340	GRAND TOTAL.

GENERAL TABLE IX.

Number and qualification of teachers in the several provinces of British India for 1911-12.

—	(a) In Primary Schools.						(b) In Middle Schools.						(c) In High Schools.						(d) In Colleges.						Total.
	Government.	Board.	Municipal.	Native States.	Aided.	Unaided.	Government.	Board.	Municipal.	Native States.	Aided.	Unaided.	Government.	Board.	Municipal.	Native States.	Aided.	Unaided.	Government.	Board.	Municipal.	Native States.	Aided.	Unaided.	
Trained	1,542	21,184	2,998	76	15,234	1,520	497	3,313	541	10	3,984	693	1,131	176	281	..	3,344	453	66	..	14	..	152	60	57,319
Untrained . . .	1,245	25,409	4,200	528	80,568	16,855	522	1,792	774	59	9,838	2,470	2,169	105	294	11	6,221	4,596	376	..	19	..	547	285	153,883
Total .	2,787	46,593	7,198	604	95,802	18,375	1,019	5,105	1,315	69	13,822	3,163	3,350	281	575	11	9,565	5,049	442	..	33	..	699	345	216,202
Possessed of a university degree.	3	1	..	..	19	2	47	33	39	..	229	46	903	70	138	6	2,183	966	360	..	26	..	574	275	5,920
No degree	2,784	46,592	7,198	604	95,783	18,373	972	5,072	1,276	69	13,593	3,117	2,447	211	437	5	7,382	4,083	82	..	7	..	125	70	210,282
Total .	2,787	46,593	7,198	604	95,802	18,375	1,019	5,105	1,315	69	13,822	3,163	3,350	281	575	11	9,565	5,049	442	..	33	..	699	345	216,202

Note.—The two totals will be identical.

GENERAL TABLE X

Classification of pupils by ages in the several provinces of British India for 1911-12

Ages	Schools for General Education — Infants A.	Infants B	I	II.	III	IV	V	VI	VII	VIII	IX	X	Arts Colleges — 1st year	2nd year	3rd year	4th year	5th year	6th year or Post Graduate Class	Total
Below 5	88 047	37 536	22 022	166	10														147 781
5 to 6	347 103	212 070	52 967	6 418	605	46													619 209
6 to 7	391 117	[illegible]	132 664	29 877	4 892	325	24												835 178
7 to 8	322 001	253 626	177 240	72,635	26 926	3 032	197	42											855 699
8 to 9	139 789	181 886	202 694	123 496	58 912	13 990	1 219	146	23										722 155
9 to 10	83 303	117 027	177 725	146 001	89 770	34 975	5 830	807	171	4	1								655 614
10 to 11	49 535	68 177	175 614	139 839	101 055	51,442	17 726	3 692	610	74	1	2							557 707
11 to 12	28 581	41,305	78 065	102 089	95 957	61 131	28 036	11 343	3 077	464	56	4							450 108
12 to 13	15 478	20 940	44 760	63 871	72 164	59 033	32 383	19,286	8 480	2 128	313	30							338 375
13 to 14	7 191	10 188	23 183	35 845	45 004	43 990	29 734	22 730	12 939	6 089	1 572	237							238 702
14 to 15	4 490	5 352	11 033	17 087	25 451	26 031	23 037	22 607	14 643	9 340	4 855	1 393							160,255
15 to 16	2 316	2 537	5 490	8 624	13 074	15,519	14 605	17 447	13 496	9 636	8 152	5 014	64	14					115 988
16 to 17	1 568	1 693	2 755	4 196	5 804	8 186	7 765	10 450	10 061	8 070	8,236	7,58[illegible]	1 128	124	18	8			77 577
17 to 18	1 066	983	1 817	2 132	2 429	3 692	3 072	5 071	6 137	5,586	6 598	7,296	2 050	805	126	63			50,373
18 to 19	957	744	1 378	1 400	1 186	1 437	1 535	2 730	3 456	3 482	4 097	[illegible]	1 646	1,330	405	186	2	3	32 035
19 to 20	754	597	1 098	1 067	[illegible]	692	640	[illegible]	1 646	1 904	2 362	3,876	1 115	202	650	465	13	3	20 004
Over 20	1 823	1 053	2 142	1 797	860	640	453	808	1 179	1 464	1 666	3 487	1 185	1 850	927	2 126	215	182	23 660
TOTAL	1 487 110	1 231 932	1 062 077	736 910	544 769	324 091	166 856	119 310	75 918	48 250	37 939	34 895	7 188	5 385	2,216	3 148	230	188	5 906 460

(1) Figures for Bengal colleges and figures for Coorg are not included

(2) This table is compiled from the local tables but as the classification is not exactly the same throughout India some adjustments have been made the arrangement of classes prevailing in the majority of cases having been adopted for all.

PART II.

APPENDICES.

APPENDIX I

LIST OF CORRECTIONS MADE IN THE BENGAL GENERAL TABLES BUT NOT INCORPORATED IN THIS REVIEW.

		Original figures	Corrected figures
General tables—			
Area	Sq miles	124,492	130,781
Towns and villages—			
Towns, including municipalities	No	146	151
Villages	No	148 494	138,347
Total		148 640	138,498
Population of the province—			
Males		27,436,187	27,451,644
Females		27,587,153	27,586 577
Total		55,023,340	55 038 221
School going age—			
Males		4,115 428	4 117,746
Females		4,138 073	4,137,986
Total		8,253,501	8,255,732
Pupils in special schools, excluding training schools—			
Males		105,174	105,162
Females		21,810	21,822
Total scholars in public institutions—			
Males		1,364,946	1,364,934
Females		189,971	189,983
Grand total of scholars, including private institutions—			
Males		1,415,246	1,415,234
Females		194,114	194,126
Percentage of institutions to number of towns and villages—			
For males		30 9	33 2
For females		2 59	2 7
Total institutions		33 5	35 9
Total direct expenditure on special schools, excepting training schools—		Rs	Rs
For males		13,07,374	12,77,301
For females		50,496	80,569
Total direct expenditure on public instruction in institutions—		Rs	Rs
For males		1,03,49,607	1,03,19,534
For females		11,72,943	12,03,016

Institutions for Indians and Europeans—

	Original figures.	Corrected figures.
Average number on the rolls monthly during the year in institutions managed by Government—		
In high English schools (boys)	11,067	11,063
In secondary schools for boys	13,246	13,242
In secondary schools for boys and girls	13,515	13,511
In colleges and schools together	36,010	36,006
Average daily attendance in institutions managed by Government—		
In law colleges	689	699
In all colleges	3,476	3,486
In colleges and schools together	29,361	29,371
Average daily attendance in aided institutions—		
In lower primary schools for girls	41,168	41,188
In all primary schools for girls	49,385	49,405
In primary schools for boys and girls	744,707	744,727
In "other schools" (miscellaneous schools)	73,633	73,233
In all colleges and schools	910,153	909,773
Scholars learning English—		
In commercial schools—		
Boys	481	478
Girls	229	232
In all special institutions—		
Boys	4,902	4,899
Girls	380	383
In all colleges and schools of public instruction—		
Boys	152,757	152,754
Girls	6,403	6,406
In all institutions (public and private)—		
Boys	156,701	156,698
Girls	6,720	6,723
Girls in boys' schools—		
In commercial schools	1	5
In all special schools	9,494	9,498
In all colleges and schools of public instruction	89,469	89,473
In all institutions (public and private)	91,341	91,345
Scholars classified according to sex, race or creed—		
Europeans in middle English schools for boys—females	492	420
in all secondary schools	7,416	7,344
in industrial schools—		
males	213	201
females	4	16
Total number of Europeans in all institutions of public instruction	8,834	8,762
Total number of Europeans in all institutions (public and private)	8,834	8,762

	Original figures	Corrected figures.
Buddhists in commercial schools—females	1	.
in all special schools	94	93
in all institutions of public instruction	1,032	1,031
in all institutions (public and private)	1,109	1,108
Parsis in commercial schools—females		1
in all special schools	3	4
in all institutions of public instruction	95	96
in all institutions (public and private)	97	98
Race or creed classified under "others" in middle English schools for boys—females	6	78
Total number of pupils—		
(a) In all secondary schools	1,874	1,946
(b) In all institutions of public instruction	52,760	52,832
(c) In all institutions (public and private)	53,903	53,975
Total (all classes) in industrial schools—		
Males	1,565	1,553
Females	681	693
Number passed in Sanskrit second examination from institutions under public management	9	32
in Sanskrit first examination from institutions under public management	32	9
Number of hostels or boarding houses—		
Aided—for males	45	56
Total number for males	610	621
Total number for males and females	711	722
Institutions for Europeans—		
Total number of scholars learning a classical language in middle English schools for boys	665	754
Scholars in industrial schools for Europeans by sex, race or creed—		
Europeans—males	188	176
females	.	12
Total all classes—males	206	194
females		12
Expenditure on unaided high schools for girls—	Rs	
From fees	3,612	
From subscriptions	300	
From endowments and other sources	1,300	
Total expenditure	5,212	..
Expenditure on unaided middle English schools for girls—		Rs.
From fees		3,612
From subscriptions		300
From endowments and other sources		1,300
Total expenditure		5,212

Patna (including Tirhut) divisions The divisional inspector takes the general educational administration, the inspection of all government high schools and a certain number of aided high English schools A similar arrangement regarding the work of assistant inspectors and deputy (including additional deputy) inspectors also obtains With regard to the latter classes of officers, however, it is also proposed that where there is more than one assistant inspector in a division or more than one deputy (including additional deputy inspectors) inspector in a district, the officers concerned should have their headquarters at different places This proposal is still under consideration in the office of the director of public instruction

In the United Provinces the number of inspectors has been increased from six to nine and their circles are now conterminous with revenue divisions Each has attached to him an assistant inspector Formerly the inspector concentrated his energies on English education, the assistant exercising control over vernacular schools Now the responsibility for all kinds of education, except female and technical, has been concentrated in the inspector The change has proved satisfactory The functions of assistant inspectors were also more clearly defined and broadened with a view to their rendering more aid to the boards Each district has its deputy inspector, and there are 132 sub deputy inspectors This staff is considered inadequate The principal change has been the re transfer of the deputy and sub deputy inspectors from the control of the boards to that of the department Sanction to this transfer was received just after the quinquennium The director considers that the measure will give a sense of security to this branch of the service and will place the department in closer touch with educational affairs in the districts

In the Punjab it was found that there was some want of harmony between the education department and the local authorities, and local bodies felt their liberty hampered by departmental restrictions and insistence on a rigid standard of educational expenditure Inspectors circles were accordingly made conterminous with commissioners divisions, and the commissioner and the inspector now act in consultation regarding the allotment of funds and the policy of the boards The inspector in Multan writes, The advantages of this arrangement are manifest The inspector has his voice and is given a fair hearing He is enabled to place the departmental view before the commissioner Besides, the collaboration with deputy commissioners, which is in a large measure secured under the present system, is highly beneficial to educational work No other special changes are reported save the addition of five assistant district inspectors

In Burma there are now six inspectors and six assistant inspectors Five of the inspectors are in charge of circles The sixth supervises European and normal schools Notwithstanding the addition of a new circle during the quinquennium, some of the five circles are still unwieldy, and three of them (one of which will now be split up) comprise two commissioners divisions apiece as well as the Shan States Previously the inspectors all lived in Rangoon Now they are posted at the headquarters of their circles and discharge administrative functions There are also fifty eight deputy inspectors and sixteen sub inspectors This represents a small increase On the other hand, the class of officer called itinerant teachers (which had not given satisfaction) has been abolished Owing to financial stringency, the increase in deputy and sub inspectors, which was a necessary condition of the disappearance of itinerant teachers, has not taken place, and elementary education has suffered in consequence At the end of the period a deputy inspector might still have from 100 to 180 registered schools to inspect twice a year, besides several hundreds of unregistered schools with which he is supposed to keep in touch

In Eastern Bengal and Assam the general organisation is similar to that in Bengal, with the exception that, as explained just above, the duties of inspecting officers are differently arranged, when more than one has to be posted to a single administrative area It was intended that each of the Eastern Bengal divisions should have two inspectors It has been found necessary to post three to the Dacca division and the Rajshahi divi

Statement showing inspecting officers employed in the several provinces

	Inspectors.	Assistant Inspectors	Deputy or District Inspectors	Sub Inspectors or Assistant District *Inspectors or* Sub Deputy Inspectors	Assistant Sub Inspectors	Supervisors of Elementary Schools	Inspecting Pandits	Special Inspecting *Officers*	Inspectors for Technical and Industrial Education.	Inspectresses	Assistant Inspec*tresses*	Sub Assistant Inspec*tresses*	TOTAL
Madras (*including Coorg*)	9	22		105		238		9	1	3	3	7	397
Bombay	5		30	95				1		2			133
Bengal	12	12	60	303	70		388	4	1	2	6		858
United Provinces	10(*a*)	9	48	132				4	1	8	1		213
Punjab	6	12	30	30						2	2		82
Burma	6	6	58	10							...		80
Eastern Bengal and Assam	8	8	59	149	22		61	1		2	2		315
Central Provinces and Berar	5	(*b*)	13							1	2		51
North-West Frontier Province	2		5	1									8
TOTAL	63	69	333	831	92	238	449	22	3	20	16	7	2,113

(*a*) Includes Inspector of Normal and Training Schools

(*b*) There are three Assistant Inspectors temporarily sanctioned for Central Provinces

APPENDIX III.

THE ARTS AND SCIENCE COURSES FOR GRADUATION IN INDIAN UNIVERSITIES.

Calcutta.

The intermediate course both in arts and science comprises English and vernacular composition as compulsory and three alternatives chosen from a list. In the arts course these electives are placed in two groups, the former being of arts subjects, from which two at least must be chosen, the latter of science subjects, of which one may be taken, unless all three are selected from the first group.

The arrangement for the arts degree is similar. Four subjects are taken, *viz.*:—

1. *Compulsory.*—English.
2. *Compulsory.*—Vernacular composition.

3 and 4. *Alternative.*—Two subjects out of a list of ten. One of the two alternatives is language; and under this head ten separate languages are included of which one may be taken. The ten alternatives fall into two groups of five each, the first group arts, the second science. The candidates must select at least one subject from the arts group.

The B.Sc. course consists of three subjects chosen out of a list of eight science subjects (among which are included mathematics and experimental psychology). Honours are obtained by success in the pass course and by further specialisation in one subject on which additional papers are set.

The M.A. examination is taken ordinarily after two years of study in an affiliated college or under university lecturers subsequent to taking the B.A. But there are three noticeable points. Among the twenty subjects, one of which must be offered, figure some science subjects (physics, chemistry and others). This permits a complete reversion to a science school. Secondly, a private candidate is admitted to the M.A. examination after three years have elapsed since he passed the B. A. or after two years if there is no arrangement for university lecturers. In either case a special order of the Senate is required. Thirdly, the necessity of practical instruction in science is recognised in the non-admission of private candidates in a science subject. This is also the case in the M.Sc., where there is a choice of eight subjects, all of which, save mathematics, are strictly scientific, and all, save mathematics, involve a regular course of two years' study in an affiliated college or under university lecturers.

Bombay.

The University of Bombay is peculiar in having a previous examination wedged in between matriculation and the intermediate and serving as a common preparation for the subsequent courses in all the faculties (save for the expiring L.M. & S. course). This is held at the end of the first year of college study. The subjects comprise English, a second language, mathematics and elementary physical science—the last a recent substitute for ancient history. But this examination is no longer obligatory. A student may be admitted to the intermediate or equivalent examination on producing a certificate from the principal of an affiliated arts college showing that he has satisfactorily carried out the work appointed by the university for the first year of the arts course (*viz.*, in the subjects just mentioned) and on having completed a second year of study.

The course for the intermediate in arts has been rendered more specialised by the excision of physics, the substitution for it of Indian history and

administration, and the relegation of mathematics to a position alternative with logic The course consists of four subjects —

1 English
2 Second language
3 Indian history and administration
4 Mathematics or logic

The science course is comprised of one of four groups each containing a combination of three science subjects, mathematics being admitted as an element of one group together with physics and chemistry The omission of English from the science course is noticeable, but not unnatural since the subject has been studied as part of the "previous" course

The B A course was hardly affected by the new regulations, and contained four subjects—three compulsory and one alternative A radical change has now been effected, and in 1914 the examination will be held in two subjects or groups only, *viz* —

1 *Compulsory*—English language and literature with composition
2 *Alternative*—One of the following —
   (*i*) Languages *i e* English and a classical language or French or German
   (*ii*) Mathematics
   (*iii*) History and economics
   (*iv*) Mental and moral philosophy
   (*v*) Physics and chemistry
   (*vi*) Botany and zoology

No special correlation is required with the intermediate subjects The course and examination for the honours degree are the same as for the pass with the addition of advanced courses in the alternatives In the case of group (*i*) honours are confined to English, Latin, Sanskrit and Persian The candidate for honours has to satisfy the examiners in the pass papers and in three additional papers or, in science subjects, has to take different papers and practical tests identical with the one set for the subsidiary B Sc The B Sc course previously permitted a choice of two of any of seven subjects During the quinquennium this arrangement has been changed and these subjects have been grouped together in pairs, the candidate having to take his choice of one group, in which he may select one of his subjects as the principal, the other as the subsidiary subject The groups are as follows —

(*i*) Physics and chemistry (with a course of the calculus)
(*ii*) Mathematics and physics
(*iii*) Chemistry and botany
(*iv*) Chemistry and zoology
(*v*) Botany and zoology
(*vi*) Geology and zoology
(*vii*) Botany and geology

The examination will be held under this regulation in 1915 Honours will be awarded to a candidate who obtains first class marks in his principal subject and is recommended by the examiners The curricula of the science course have been revised with a view to giving greater importance to the practical part

Any bachelor of arts might, one year after obtaining his degree, enter for the M A examination in any one of the seven groups, three of them being scientific Under recently framed regulations, while attendance at a college still remains unnecessary, two changes have been made The M A course is now limited to a choice of four purely arts subjects, and the science subjects expanded to six by the addition of mathematics and the breaking up of the "Natural science" group into the separate subjects of botany, zoology and

geology, lead up to a new degree of M.Sc. The M.A. under this new regulation will first be held in 1916, the M.Sc. in 1913.

Madras.

The changes brought about by the new regulations have not yet had their full effect. The characteristics are that there are no distinctively science degrees (though this is mainly a matter of terminology) that the B.A. degree is taken in two parts, that the honours course is distinct from the pass, and that the M.A. examination is abolished, the degree being reserved for graduates with honours. The B.A. honours examination will first be held in 1914; and that will also be the date for the abolition of the M.A. examination. A subsequent change is the substitution of bachelorship of sanitary science for the licentiate in the same subject which can be taken after either the Final M.B. and C.M. or the Final L.M. & S. Two changes of considerable importance in the intermediate are the addition of translation from a classical or foreign language as an alternative for vernacular composition and the amalgamation of alternative groups (*iii*) and (*iv*)—as shown below. Vernacular composition had been added by Government as a second compulsory (the other being English) when the new regulations were presented. The reason for the present change is the belief that the regulation had discouraged the study of Sanskrit in schools. The second change is probably connected with the first, being due to the fact that very few students took alternative group (*iv*), which consisted of two languages (one at least classical) and either history or logic.

The intermediate examination as it now stands is in five subjects :—

1. *Compulsory.*—English (with set books).
2. *Alternative.*—Vernacular composition or translation into English from a classical or foreign language.

3—5. *Alternative.*—Either (*i*) mathematics, physics and chemistry, or (*ii*) natural science, physics and chemistry, or (*iii*) any three of ancient history, modern history, logic, a classical language, a second classical language, a foreign language or a vernacular.

The B.A. pass course comprises two parts, in either or both of which the candidate may present himself at a time, but not more than three times. The first part consists of English language and literature; the second of one of the following subjects or groups :—

(*i*) Mathematics.
(*ii-A*) Physical science—physics.
(*ii-B*) Physical science—chemistry.
(*iii*) Natural science.
(*iv*) Logic, psychology and ethics.
(*v*) History and economics.
(*vi*) Two languages, one being a classical language already studied at the intermediate.

A close correlation is prescribed between the subjects taken by any one student at the intermediate and the B.A. Thus, the science groups (*i*) and (*ii*) of the intermediate qualify, with certain limitations, for groups (*i*), (*ii*) and (*iii*) of the B.A.; and group (*iii*) likewise, with limitations, for groups (*v*) and (*vi*). An exception is group (*iv*) of the B.A., which may be taken whatever group was selected in the intermediate—presumably because the subjects composing it, though of the "humane" type, have a strongly scientific basis.

The honours B.A. examination, which after 1914 will admit to the M.A. degree upon the lapse of two years and the payment of a further fee, is quite different from the ordinary B.A. It also consists of two parts. The first is held in a preliminary course in English consisting of a portion of the B.A. English course, but after the lapse of one year from passing the intermediate. An alternative is the taking of the B.A. degree, with the subjects it is desired

to offer in the honours examination In either case a further two years course of advanced study in a single subject or group of subjects out of a choice of nine (one of which is English language and literature) is required The ... rs study is required in all ... disposed of in the first year

Punjab

The intermediate in arts course comprises three compulsory subjects—English a classical language (or for women French German or a vernacular) and either mathematics or physics and chemistry, and one elective subject out of a choice of six *viz* mathematics history philosophy a branch of science and a second classical language (or for women French German or a vernacular) The intermediate in science course also prescribes four subjects or groups—English mathematics and physics and chemistry being compulsory and a choice of one being allowed among biology physiology and geology

The B A course has been changed by the separation of history and economics into two subjects and the restriction of science optionals (which were previously six in number) to physics or chemistry still later by the addition of astronomy as an eighth optional This last regulation will come into force in 1914 and the course will then stand as follows —

1 *Compulsory*—English

2 and 3—*Alternative*—Two of the following

(*i*) A classical language (or for women French)

(*ii*) Pure mathematics

(*iii*) Applied mathematics

(*iv*) History

(*v*) Political economy

(*vi*) Philosophy

(*vii*) Physics or chemistry

(*viii*) Astronomy with optics and spherical trigonometry

The B Sc course retains English in addition to which the candidate may choose one of nine groups each consisting of two subjects either purely scientific or combined with pure or applied mathematics These alternatives will be reduced to seven groups in 1914 by the excision of mathematics and a re grouping of subjects Honours in the B A are attained not through a separate course but by passing in two additional papers in any one of the three subjects offered Similarly additional tests secure honours in the B Sc In 1914 migration will be allowed from the arts to the science course after the intermediate and *vice versa* provided certain subjects have been taken

The M A and M Sc examinations are open to college students a year after the passing of the B A or B Sc For the former one subject is chosen out of a list of five for the latter out of a list of seven which will be reduced to six in 1914 by the exclusion of mathematics

Allahabad

The arrangement of subjects for the intermediate at the University of Allahabad is complicated in appearance This is largely because there is no intermediate in science so that a considerable range of selection has to be provided The only compulsory subject is English This is combined with one out of a choice of five groups two of which have sub alternative subjects The practical results are that a candidate takes four ... with an allied subject) of ... to form mainly either (*i*) a ... a mixed arts and science course or (*iv*) and (*v*) science courses

The passing of the intermediate examination in any group leads on to the B A course But for admission to the B Sc course (*iv*) or course (*v*) of

the intermediate must have been taken. For the B.A. degree three subjects are taken, namely :—

1. *Compulsory.*—English.
2 and 3. *Alternative.*—(*i*) (*a*) Classical languages.
(*b*) Mathematics.
(*ii*) (*a*) Philosophy.
(*b*) Political economy.
(*c*) History.

A candidate can take two subjects in group (*i*), *viz.*, two languages or a language and mathematics; or he may take one of the subjects in group (*i*) and one of those in group (*ii*). Persian is no longer combined with Arabic, but has been made a separate subject. The B.Sc. course comprises five subjects, English remaining compulsory as in the Punjab University, and the other three subjects being placed in two alternative groups. The result is that a candidate must take English, physics and chemistry and has the choice of mathematics or biology. There are no honours courses or examinations.

The M.A. and M.Sc. examinations are open to those who have undergone a course of two years' study in an affiliated institution after passing, in the case of M. A., the B.A. or B.Sc., and in the case of the M.Sc., the B.Sc. examination. Two examinations are prescribed, the previous at the end of the first year, the final at the end of the second year. One subject or group of subjects is taken. The choice is as follows :—

M.A.	M.Sc.
(*i*) Languages, including the literature and the history of the country where the language is spoken, or (in the case of Sanskrit) philosophy.	(*i*) Mathematics.
(*ii*) Mental and moral science.	(*ii*) Physics.
(*iii*) History, political economy and jurisprudence.	(*iii*) Chemistry.
(*iv*) Mathematics.	(*iv*) Zoology.
(*v*) Political economy.	(*v*) Botany.

APPENDIX IV

FACULTIES, COURSES AND EXAMINATIONS IN INDIAN UNIVERSITIES.

The faculties in the universities are as follows —

In 1907.	Changes since effected
Calcutta —Arts, science, law, medicine, engineering	None
Bombay —Arts, law, medicine, engineering	"
Madras —Arts, law, medicine, engineering	"
Punjab —Arts, science, law, medicine, oriental learning	"
Allahabad —Arts, science, law	Medicine added

The absence of science as
The University of Bombay ha
in arts and bachelor or master
has no separate nomenclature for its science examinations, but correlated courses leading up to them are prescribed throughout Nor does an enumeration of the faculties exhaust the list of courses or schools of study In every university save Bombay, a course for teachers exists Bombay offers courses in agriculture and commerce Under medical faculties various courses are arranged, including in some cases public hygiene Under the faculty of science in the Punjab University there is a short engineering course In the United Provinces, the Thomason College, Roorkee, gives its own engineering certificates

It will be convenient in the first place briefly to consider the different courses, examinations and degrees especially the changes made during the period In the second place a more detailed description will be given of the courses in arts and science up to the degrees of M A and M Sc relevant to the present chapter Further allusion to some of the other courses will be made in subsequent chapters An admirable conspectus of the courses is shown in the diagrams (*see* pages 75 to 79), supplied by the universities

Arts and science —These may be considered together, especially as, in Madras, there is no so called science
subjects and the prescription of a strict
the courses into those of arts and scienc
the separation in name as well as in fact though at Allahabad it takes effect only at the degree stage and though in some universities and under certain conditions limited provision is made for passage from the one to the other The courses for the intermediate in arts and science last for two years English is a compulsory subject in the I Sc as well as in the I A examination save at Bombay, where the previous examination (against the recommendation of the Universities Commission) is still retained—though its retention is mitigated by the rule that a
in its stead—and ensure
also compulsory both in t
and was till recently compulsory in the intermediate at Madras Four subjects are now prescribed for the I A in all universities save Calcutta and Madras, where five subjects are required For the I Sc, the number of subjects is five at Calcutta, three at Bombay, and four in the Punjab The number of subjects cannot be regarded, either here or in the degree examination as a criterion of the difficulty of a test since the curricula may differ considerably and occasionally a subject is really a group of closely allied subjects At Calcutta vernacular composition is reckoned as a subject in both examinations

Admission to the B A or B Sc examination involves a further period of two years' study in an affiliated institution The number of subjects for the B A is at Calcutta four (one being vernacular composition), at Bombay and Madras two (some of the subjects, however, are really groups of kindred subjects), in the Punjab and at Allahabad three The change at Bombay

involves a reduction from four to two subjects. Madras recognises the principle of examination by compartments, the test being undergone in two parts. The Punjab has offered the novel subject of astronomy and has instituted a central observatory. In the B.Sc., Calcutta, the Punjab and Allahabad require three subjects, Bombay two. At Calcutta and Bombay English does not form a subject of study for the I.Sc. Honours in the B.A. and B.Sc. are obtainable at all universities save Allahabad. At Calcutta and Bombay and in the Punjab the honours course is not separate from the pass, but the additional distinction is gained by a more advanced study in some one subject or by the winning of specially high marks at the examination in the subject offered for honours. Madras alone has a different course, which is now to be extended through three years of study and to qualify for the M.A. degree.

Under this arrangement the M.A. ceases to exist at Madras as an examination degree, but is given on payment of a fee two years after the passing of the honours B.A. At all other universities the degrees of M.A. and M.Sc. are gained by the passing of an examination. At Calcutta (ordinarily but not always), in the Punjab and at Allahabad study for two, one and two years respectively admits to these examinations, save that at Allahabad the M.Sc. course occupies only one year. At Bombay (where the M.Sc. is a new degree) the course occupies two years but need not be studied at a college.

The degree of Doctorate is also conferred at Calcutta; the doctorate of philosophy or of science is given to one who, having passed the degree of master in the first or second class, presents after three years a thesis showing evidence of original research. This degree is not given at Bombay save in the faculty of medicine or at Madras save in those of medicine and law. In the Punjab the pursuit of advanced study for two years subsequent to passing the M.A. or M.Sc., the presentation of a thesis and an examination in the subject of the thesis and cognate subjects qualify for the degree of D.Lit. or D.Sc. The arrangement at Allahabad is similar, save that at least three years' interval is required after the examination admitting to the degree of master, the test is purely *vivâ voce* or (in the case of science) practical, and the subjects are limited for the doctorate of letters, to subjects connected with ancient India (history, philology, archæology, philosophy, religion) or to Arabic language and literature or the philology of the Semitic languages.

Law.—In all the universities the study of law for a degree commences after the bachelorship either in arts or science has been gained. At Calcutta the course for the bachelorship of law has been extended from two to three years (or to two and a half years if distinction is gained in the preliminary examination at the end of the first year's study) with an examination at the close of each year. During these years attendance is required at lectures and moot courts in a law college. In the other universities the degree of B.L. or LL.B. is conferred on the result of examination after two years' study in a law college; a previous examination is held at the close of the first year. The course at Bombay was previously of three years; it has now been reduced to two.

The degree of M.L. or LL.M. is given as the result of an examination. Study at a law college is not required. The minimum period which must elapse between the taking of the bachelor of law degree and appearance for the mastership examination is two years save at Calcutta, where no time is specified, so that a candidate may present himself the next year. In the Punjab this degree is unknown; but an examination for honours LL.B. is held under similar conditions.

The degree of D.L. or LL.D. is given in all universities save Bombay, (where it is non-existent) on presentation of a thesis. At Calcutta the period which must elapse after the taking of the M.L. degree is one year; and practice is not insisted on during this year. At the other three universities practice is a requisite, at Madras the period has been altered to five years' practice as a B.L., and one year after passing the M.L. In the Punjab it is three years after passing the M.L.; and at Allahabad five years after passing the LL.M.

The non-degree examinations for pleaders and mukhtars are controlled by the high or chief courts. They have no connection with the university

save that the candidates for the former study in the law colleges or classes The Punjab University however holds a mukhtars examination for those who having passed the intermediate have completed a year s study or have been recommended by the chief court

[illegible] wrought by the regulations made after the 190[illegible] of the licentiate in medicine and surgery in [illegible] breaking up of the doctorate into various specialised degrees The L M & S is now moribund at Bombay and will cease in 1915 it will then continue only at Madras The higher degree courses are variously arranged At Calcutta they may commence immediately after matriculation or after the intermediate at Bombay after the previous examination at the other universities after the intermediate The periods of study also vary but in all cases those fixed for the attainment of the bachelorship exceed the period within which an ordinary arts or science degree can be obtained The doctorate or some equivalent degree is conferred at all universities save Allahabad The qualifications are a certain number of years practice since passing the M B and success in an examination The period of practice required varies from five years at Bombay to three at Calcutta and Madras and may be reduced under certain conditions *e g* when the practice is taken in a hospital The final examinations at Calcutta are for the M D M S (Master of Surgery) M O (Master of Obstetrics) D P H (diploma of public health) Bombay besides the M D and the M S offers a degree of bachelor of hygiene and Madras one of bachelor of sanitary science but none for surgery The Punjab offers the M D and M S

Engineering —All universities also offer engineering courses save Allahabad The compass of the course is governed by the potentialities of the institutions to hand At Calcutta study commences after the candidate has passed the intermediate in arts or science and leads on to an intermediate in engineering after two years and a bachelorship after a further two years Five years practice in the profession (with repute) after attaining the B E degree and the presentation of a thesis qualify for a special doctorate of science (engineering) At Bombay important changes are in progress—namely a transition from the licentiate to degree courses in three different branches (civil mechanical and electrical) which are completed three years after the previous stage Three years subsequent practice and success at an examination also qualify for the mastership in civil engineering At Madras also the bachelorship course is of three years but commences after the intermediate there is no higher degree The Punjab offers only a certificate in engineering obtained by examination after two years study in a college subsequently to passing the matriculation

Teaching —All universities save Bombay now offer a course for the training of teachers At Calcutta there is a licentiate course of two years for those who have passed the intermediate there is also a degree course of one year for those who have passed the B A or B Sc As well as the theoretical course six months practical training at a college or a year s work as a teacher in a recognised school is required The three other universities offer only one course in all cases of a year s duration after the passing of the degree and leading to a licentiate or in the case of the Punjab a further degree examination The course at the Punjab was lowered from two years to one year during the quinquennium with the result that it has grown greatly in popularity

Oriental studies —The Punjab University offers courses and examinations leading to an intermediate (two years) and to degrees of B O L (two years) M O L (one year) and D O I (two years advanced study and the presentation of a thesis in addition to the passing of an examination) The object is the dissemination of western knowledge through the medium of the vernaculars but English and an oriental classic form second languages and the master s degree is gained by examination in Sanskrit Arabic or Persian The courses have never proved popular and have been modified to bring them more into line with present demands The same university offers titles for proficiency in an oriental classic Madras has recently adopted a similar system of titles for proficiency in classical and vernacular languages

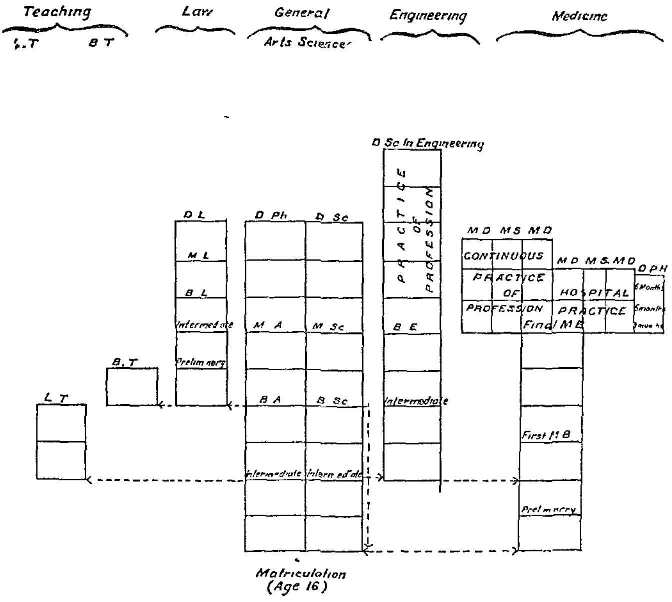
Agriculture.—Bombay offers a degree of agriculture (B.Ag.) obtainable by examination after a three years' course in an agricultural college subsequent to the previous stage. There are two preliminary examinations, each at the end of the year.

Commerce.—Bombay also offers an intermediate examination in commerce, involving a year's course of study in a college of commerce subsequent to the previous stage; and a further examination for a degree of commerce after two years' similar study.

APPENDIX V

Charts showing the various courses leading to degrees under the new regulations of the universities

CALCUTTA UNIVERSITY



Note —General —*Bifurcation after matriculation. Intermediates in arts can appear at intermediate in science examination* after one year's study and vice versa B A leads up to M A and B.Sc to M Sc B A and B Sc are equivalent for purposes of admission to professional colleges. New examination —intermediate in M Sc ... D Ph.

" A's can appear at preliminary intermediate

A first class M L can take his D L degree

is now the condition of admission into the

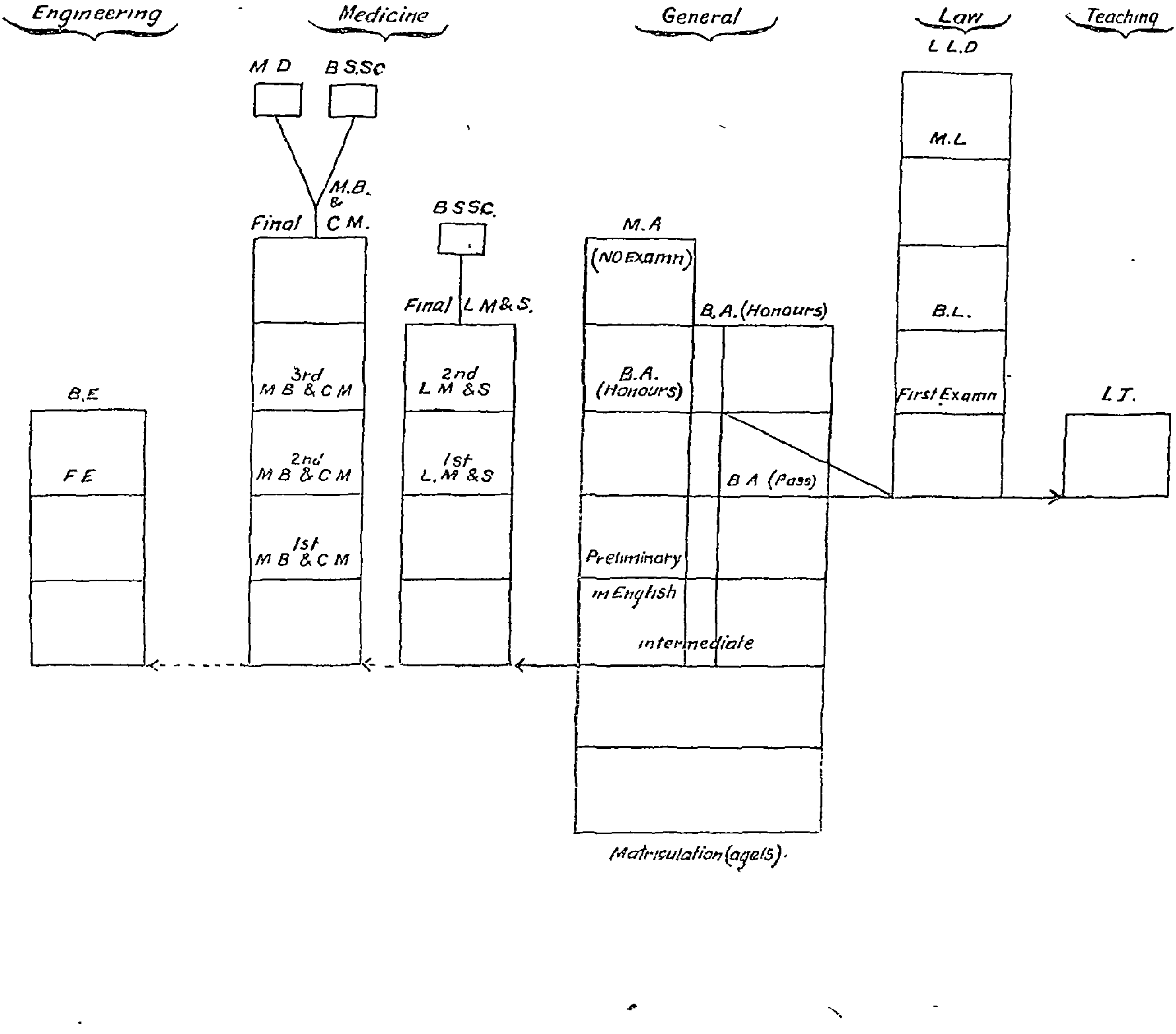
Honours examination and M E abolished

and replaced by D Sc. in Engineering D Sc is not a written examination for a first class B E

Medicine —Abolition of L M and S examination. Matriculates can go up for M P after six years' study Intermediates in Science can appear at the preliminary and first M B at the same time New degrees —Master of Surgery Master of Obstetrics. An examination for a Diploma in Public Health is newly created, to which M B.'s are admitted.

Teaching —New examination called the L.T for intermediates and B T for graduates.

MADRAS UNIVERSITY.



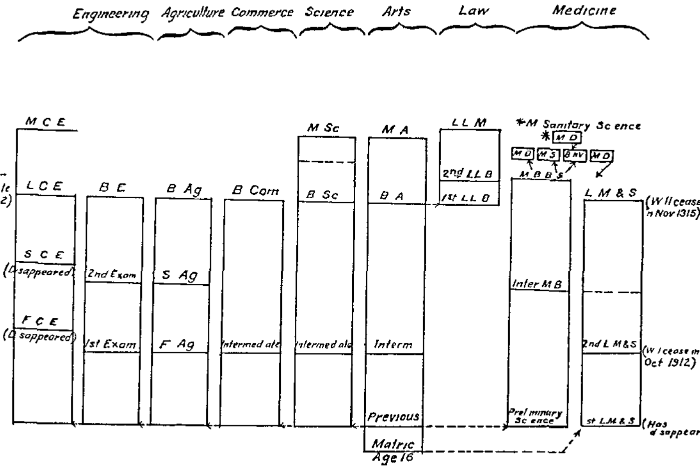
Notes.—GENERAL :—Specialization begins after matriculation. B.A. (Honours), a separate examination from the ordinary B.A., newly instituted—a three years' course after intermediate. A B.A. can appear for the Honours examination after two years' study. The examination for M.A. degree is to be abolished after 1914, that degree being reserved for graduates in honours, without further examination. The first matriculation Examination under the new regulations was held in December 1909, the first new intermediate Examination was held in March 1911, the new B.A. examination will be held from 1913 and the B.A. Honours in April 1914. B.A. (Ordinary) has two parts or divisions. A candidate may present himself for the whole or either part at any one time. Candidates for the ordinary degree may appear three times, but for the honours degree once only. The last B.A. examination under the old by-laws will be held in 1914.

LAW :—Creation of LL. D. degree. A candidate after five years' practice as a Bachelor of Laws and one year after passing the M.L. may be admitted to the degree, provided the thesis written by him on any subject connected with law is approved by the syndicate.

MEDICINE :—Third M.B. & C.M. examination is held after three years and not four years as under the old regulations. M.D. is open to M.B.'s after three years' practice. The L.S.Sc. degree has now been altered to B.S.Sc., but no change has been made in the courses of study.

ENGINEERING :—Full three years' course now instead of two and half years, and one year's practical training.

BOMBAY UNIVERSITY

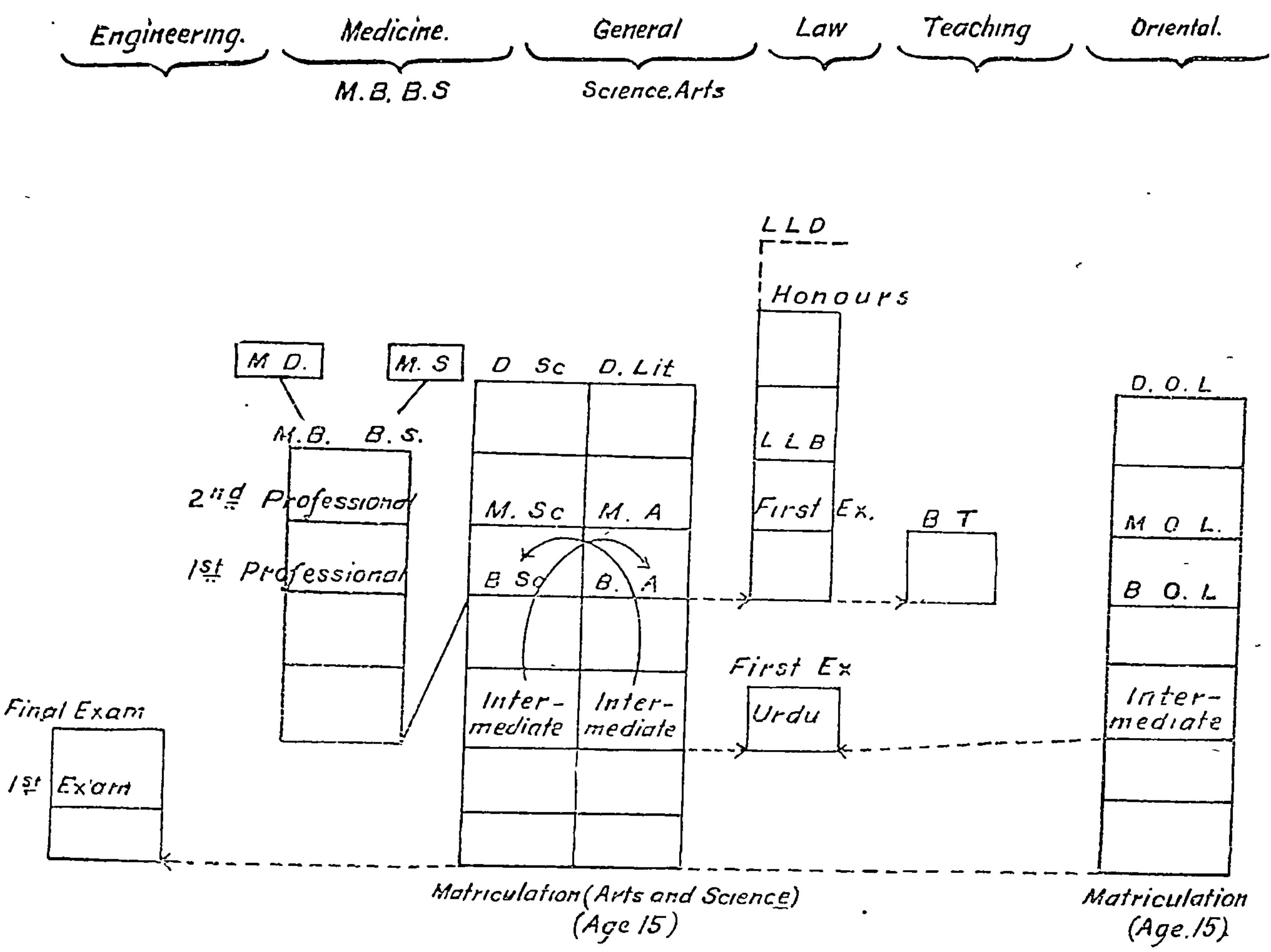


Notes —Law —Any student passing the B A. and B Sc examination can go up for the first LL.B. examination no candidate can keep terms for the second LL.B unless he passes the B A. or B Sc and the first LL.B

Engineering, Agriculture, Commerce, Medicine —First Examination is open to ' Previous ' passed candidates or to students certified by the heads of arts colleges that they have satisfactorily gone through the studies prescribed for the first year of the arts course

Medicine —Bifurcation into L.M & S. and M.B B.S. =M.D is no longer reserved for B A s or B Sc s Any L.M & S. or M B. and B.S. can go up for it after fulfilling certain conditions M.S. is a new degree

PUNJAB UNIVERSITY.



Notes.—ARTS AND SCIENCE :—Migration from the arts to the science faculty or *vice versâ* is now permitted under certain conditions after the Intermediate examination.

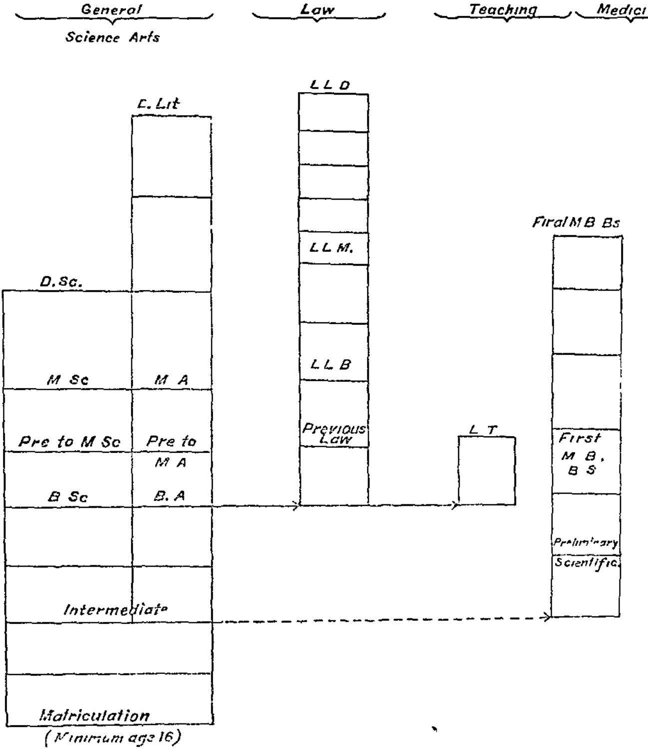
LAW :—The law course has been made a purely post-graduate course, and the simultaneous study of the law and arts courses is no longer possible. There is now a Mukhtars' examination distinct from the First Examination in Law, and the present " Urdu " class will come to an end in 1913.

MEDICINE :—The medical course has been extended from four to five years by adding a year between the Second Professional and the M.B., B.S. examination. This addition of a year to the courses will avoid overlapping in the curriculum.

TEACHING :—It was formerly necessary for a candidate to attend the training college for two years after graduation in order to qualify for the B.T. degree. This period was in 1911 reduced to one year.

ENGINEERING :—In 1911 the syllabus for the First Examination in Civil Engineering was entirely recast, and this examination is now called the Certificate Examination in Civil Engineering. The examination under the new regulations will be held for the first time in 1913.

ALLAHABAD UNIVERSITY.



Notes —GENERAL —New examinations Previous to M A., Previous to M Sc and M.Sc First D Sc and Second D Sc abolished B Sc 's can go up for M A but B A.'s cannot go up for M Sc

LAW —Another examination before LL.B called "Previous Examination in Law" Abolition of Honours Examination and creation of a new degree 'M L.' LL.D is conferred on those who have practised for [illegible] years after passing M L. and have written an essay on a subject connected with law and approved [illegible] the faculty

TEACHING L T degree recently [illegible] years. He is to undergo a [illegible]

[illegible] with Physics, Chemistry and [illegible] (or with Physics and Chemistry and undergoing a regular course of study in Biology for not less th[illegible] one academical year) are admitted to the Preliminary Scientific Examination. The course of st[illegible] for the final examination is divided into two groups—A and B the term for group A being t[illegible] years and that for group B three years. The subjects for group A are Midwifery, Gynaecol[illegible] Hygiene and Medical Jurisprudence, and those for group B are Medicine Surgery and Pathology

Abbreviations used in the University Charts.

Abbreviation.	Explanation.
Arts.	
B.A.	Bachelor of Arts.
M.A.	Master of Arts.
D.Lit.	Doctor of Literature, Punjab ; Doctor of Letters, Allahabad.
D.Ph.	Doctor of Philosophy.
Oriental.	
B.O.L.	Bachelor of Oriental Learning.
M.O.L.	Master of Oriental Learning.
D.O.L.	Doctor of Oriental Learning.
Engineering.	
F.E.*	First Examination in Engineering.
L.C.E.	Licentiate in Civil Engineering.
B.E.	Bachelor of Engineering.
M.C.E.	Master of Civil Engineering.
D.Sc. (Engr.)	Doctor of Science (Engineering).
Agriculture.	
B.Ag.	Bachelor of Agriculture.
Commerce.	
B.Com.	Bachelor of Commerce.
Law.	
B.L.	Bachelor of Laws.
LL.B.	Ditto.
M.L.	Master of Laws.
LL.M.	Ditto.
D.L.	Doctor of Laws.
LL.D.	Ditto.
Medicine.	
L.M. & S.	Licentiate in Medicine and Surgery.
M.B.	Bachelor of Medicine.
B.S.	Bachelor of Surgery.
C.M.	Chirurgiæ Magister (Master in Surgery).
M.S.	Master in Surgery.
M.D.	Doctor of Medicine.
B.S.Sc.	Bachelor in Sanitary Science.
D.P.H.	Diploma in Public Health.
M.O.	Master of Obstetrics.
B.Hy.	Bachelor of Hygiene.
Science.	
B.Sc.	Bachelor of Science.
M.Sc.	Master of Science.
D.Sc.	Doctor of Science.
Teaching.	
L.T.	Licentiate in Teaching.
B.T.	Bachelor of Teaching.

* In Calcutta the old F. E. Examination is called "the Intermediate."

APPENDIX VI

SUBJECTS FOR UNIVERSITY EXAMINATIONS

Intermediate in Arts

No	Subject.	Calcutta	Madras.	Bombay	Allahabad	Punjab
1	English	Compulsory	Compulsory	Compulsory	Compulsory	Compulsory
2	A Vernacular Language	Ditto	Ditto			
3	A Classical language	Elective	Elective	Compulsory	Elective	Compulsory
4	A Second language		Ditto			Elective
5	History	Elective	Ditto		Elective (5 and 15)	Ditto.
6	Logic	Ditto	Ditto	Compulsory	* Ditto (6 and 11)	} Ditto (6 and 7)
7	Psychology					
8	Mathematics	Elective	Elective	} Compulsory (8, 9 and 10)	Elective	Elective with 9 and 10
9	Physics	Ditto	Ditto		Ditto	} Elective with 8 (9 and 10)
10	Chemistry	Ditto	Ditto		Ditto	
11	Physiology	Ditto			Elective (6 and 11)	Elective
12	Botany	Ditto	} Elective (12 and 13)			
13	Zoology	Ditto				
14	Geology	Ditto				Elective
15	Geography	Ditto			Elective (5 and 15)	
16	Biology				Elective	Elective

Calcutta.	Madras	Bombay	Allahabad	Punjab
Compulsory to all 2 Compulsory out of Elective Subjects. 3 — 5	Compulsory to all—2 Compulsory out of 3 Elective groups of 3 subjects each. 3 (One group) — 5	Compulsory to all 4	Compulsory to all 1 Compulsory out of 5 elective groups of 3 subjects each. 3 (One group) — 4	Compulsory to all 2 Compulsory out of elective subjects 2 — 4
No of subjects under old regulations 5	No of subjects under old regulations 5	No of subjects under the old regulations 4	No of subjects under old regulations 5	No. of subjects under old regulations. 4

* Also deductive and inductive logic as one subject

Intermediate in Science

No	Subjects	Calcutta	Madras	Bombay	Allahabad*	Punjab
1	English	Compulsory	No Examination	Compulsory	No Examination	Compulsory
2	A Vernacular language	Ditto				
3	Mathematics	Elective (alternative with 4)		Compulsory		Compulsory
4	Physics	Elective (alternative with 3)		Ditto		} Compulsory (4 and 5)
5	Chemistry	Compulsory		Ditto		
6	Botany	Elective				
7	Zoology	Ditto				
8	Geology	Ditto				Elective
9	Geography	Ditto				
10	Biology			Compulsory		Elective
11	Physiology	Elective				Ditto
		Compulsory to all—3 Compulsory out of elective subjects —2 — 5		Compulsory to all—5		Compulsory to all—3 One of the elective—1 — 4
		New Examination		No of subjects under the old regulations. 5		No of subjects under the old regulations. 4

Bachelor of Arts.

No.	Subject.	Calcutta.	Madras.	Bombay.	Allahabad.	Punjab.
1	English	Compulsory	Compulsory	Compulsory	Compulsory	Compulsory.
2	A Vernacular language	Compulsory (only composition).	Elective (two languages).	..	..	..
3	A Classical language	Elective	Ditto	Compulsory	Elective	Elective.
4	A Second language	Ditto	..	..	..	..
5	Mathematics	Ditto	Elective	Elective	Elective	Elective.
6	History	Ditto	} Ditto	} Compulsory. (History also elective).	Ditto	Ditto.
7	Political economy	} Ditto			Ditto	Ditto.
8	Political philosophy		..		..	..
9	Logic	..	} Ditto	Elective	..	} Elective.
10	Mental and moral science	Elective			Elective.	
11	Physics	Ditto	} Ditto	Ditto	..	Ditto.
12	Chemistry	Ditto				Ditto.
13	Physiology	Ditto	..	..	..	Ditto.
14	Botany	Ditto	} Elective (any two).	} Elective	..	Ditto
15	Zoology	Ditto			..	Ditto
16	Geology	..		..	..	Ditto.

Calcutta.	Madras.	Bombay.	Allahabad.	Punjab.
Compulsory to all —2 Compulsory out of 3, 5, 6, 7, 8 and 10 } 1 Compulsory out of 11 and 15 } 1 — 4	Compulsory 1 Compulsory out of elective groups } 2 — 3	Compulsory 3 Compulsory out of elective groups 1 — 4	Compulsory 1 Compulsory out of 2 groups of 3 and 5 and 6, 7 and 10 2 — 3	Compulsory 1 Compulsory out of elective subjects. 2 — 3
Number of subjects under old regulations. } 3	Number of subjects under old regulations. } 4	Number of subjects under old regulations. } 3	Number of subjects under old regulations. } 3	Number of subjects under old regulations. } 3

Bachelor of Science.

No.	Subjects.	Calcutta.	Madras	Bombay.	Allahabad.	Punjab.
1	English	..	No Examination.	..	Compulsory	Compulsory.
2	Mathematics	Elective		Elective	Elective	} Elective (2 and 3).
3	Astronomy	..		..	..	
4	Physics	Elective		Elective	Elective	Elective (4 and 5).
5	Chemistry	Ditto		Ditto	Ditto	} Elective (5 and 6).
6	Physiology	Ditto		Ditto	..	
7	Botany	Ditto		Ditto	..	} Elective (7 and 8).
8	Zoology	Ditto		Ditto	..	
9	Geology	Ditto		Ditto (with 12)	..	} Elective (9 and 10).
10	Mineralogy	..		..	..	
11	Experimental Psychology.	Elective		..	..	
12	Physical Geography	..		Elective (with 9)	..	..
13	Biology	..		..	Elective	..

		Calcutta.		Bombay.	Allahabad.	Punjab.
		Compulsory to all Nil. Compulsory out of elective subjects } 3 — 3	Nil.	Compulsory to all Nil. Compulsory out of elective subjects } 2 — 2	Compulsory to all 1 Compulsory out of 2 groups of elective subjects. } 3 — 4	Compulsory to all 1 Compulsory out of 5 elective groups of two subjects each. } 2 — 3

APPENDIX VII

Table I—Colleges and Students, 1911-12

Kind of College	Distribution of Colleges and Students by Universities											
	Calcutta University		Madras University		Bombay University		Punjab University		Allahabad University		Total	
	Number of Colleges	Number of Students	Number of Colleges	Number of Students	Number of Colleges	Number of Students	Number of Colleges	Number of Students	Number of Colleges	Number of Students	Number of Colleges	Number of Students
Arts Colleges for men	43	12,907	39	6,143	11	4,126	17	3,226	25	4,489	135	30,891
Arts Colleges for women . .	2	75	4	26					4	67	10	168
Training Colleges	4	75	2	123			1	237	2	30	9	465
Law Colleges	5	975	2	503	1	458	1	218	5	600	14	2,764
Engineering Colleges . .	1	97	1	65	1	148	2	200			5	510
Medical Colleges	1	678	1	292	1	496	1	148	1	29	5	1,643
Agricultural Colleges .					1	102					1	102
Total	56	14,807	49	7,152	15	5,330	22	4,029	37	5,215	170	36,533

Table II.—Examinations.

Faculties or Groups of subjects.	NUMBER OF CANDIDATES WHO APPEARED AND PASSED AT EACH COLLEGIATE STAGE. Doctor. Appeared	Doctor. Passed. Male.	Doctor. Passed. Female.	Doctor. Passed. Total.	Master. Appeared.	Master. Passed. Male.	Master. Passed. Female.	Master. Passed. Total.	Bachelor. Appeared.	Bachelor. Passed. Male.	Bachelor. Passed. Female.	Bachelor. Passed. Total.	Intermediate First or Preliminary. Appeared.	Intermediate. Passed. Male.	Intermediate. Passed. Female.	Intermediate. Passed. Total.	Grand total of candidates in all Collegiate Stages. Appeared.	Grand total. Passed. Male.	Grand total. Passed. Female.	Grand total. Passed. Total.	Distribution of Examinees by Race or Creed. Europeans and Anglo-Indians.	Indian Christians.	Hindus.* Brahmans.	Hindus.* Non-Brahmans.	Muhammadans.	Budhists.	Parsis.	Others.	Total (agreeing with column 18).
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Arts	1	1	...	1	505	300	2	302	4,171	2,384	31	2,415†	9,475	4,622	77	4,699	14,152	7,307	110	7,417	106	524	5,610	6,035	1,342	86	403	37	14,152
Science	...	...	...	...	50	41		41	459	280	...	280	1,254	676	..	676	1,772	997	...	997	6	9	510	1,124	88	...	10	10	1,772
Teaching	...	...	...	...	...	...	...	...	148	107	7	114	17	12	...	12	165	119	7	126	6	14*	86	53	6	...	...	...	165*
Law	...	...	...	...	23	5	.	5	2,231	1,063	...	1,063	1,754	1,048	...	1,048	4,008	2,116	...	2,116	5	69	1,573	2,004	256	2	69	30	4,008
Engineering	...	...	...	...	...	...	...	...	78	45	...	45	187	94	...	94	411‡	252‡	...	252‡	...	8	122	211	22	1	37	10	411
Medical	4	2	...	2	...	...	...	...	445	155	4	159	963	517	11	528	1,412	674	15	689	48	121	434	602	32	3	166	6	1,412
Agriculture	...	...	...	...	...	...	...	...	27	22	...	22	40	37	..	37	76	59	...	59	...	5	30	30	...	...	2	...	76
TOTAL	5	3	...	3	587	346	2	348	7,550	4,056	42	4,098	13,099	7,006	88	7,094	21,996	11,524	132	11,656	171	750	8,374	10,068	1,746	92	693	102	21,996

* Bombay Report does not show Brahmans and non-Brahmans separately. In this table they have been divided between "Brahmans" and "non-Brahmans" according to the proportions of other Universities.

† The Calcutta University Report shows 623 as the number of candidates who passed the B. A. Examination while according to the Directors' reports for Bengal, Eastern Bengal and Assam and Burma the numbers of such candidates total 743. Hence the discrepancy between this figure and that in general table III.

‡ The Punjab Report does not classify the engineering examinations, but gives the totals of examinees and passes which are included in columns 18—21.

Table III.—Recognised schools and matriculation results, 1911-12

University by which the Examination is conducted	No of Schools	No of Pupils			No of Candidates who appeared at Matriculation				Remarks
		Male	Female	Total	Appeared	Passed			
						Male	Female	Total	
Calcutta University	618	142 176	1,499	148 625	6,174	4,306	35	4,341	
Madras University	280	82 908	5,895	88,803	782	159	5	164	
Bombay University	166	45,136	6 201	51 337	1,019	1 961	64	2 025	
Punjab University	129	63,076	363	63 139	3,884	2,001	4	2,005	
Allahabad University	192	58,752	1 506	60 258	3,458	1,440	11	1,451	
Total	1,385	391 998	15 164	407,162	18 317	9,867	119	9 986	

Table II.—Examinations.

Faculties or Groups of subjects	Doctor – Appeared	Doctor – Passed – Male	Doctor – Passed – Female	Doctor – Passed – Total	Master – Appeared	Master – Passed – Male	Master – Passed – Female	Master – Passed – Total	Bachelor – Appeared	Bachelor – Passed – Male	Bachelor – Passed – Female	Bachelor – Passed – Total	Intermediate First or Preliminary – Appeared	Intermediate – Passed – Male	Intermediate – Passed – Female	Intermediate – Passed – Total	Grand total of candidates in all collegiate stages – Appeared	Grand total – Passed – Male	Grand total – Passed – Female	Grand total – Passed – Total	Europeans and Anglo-Indians	Indian Christians	Hindus* – Brahmans	Hindus* – Non Brahmans	Muhammadans	Budhists	Parsis	Others	Total (agreeing with column 18)
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Arts	1	1	..	1	505	300	2	302	4,17[illegible]	2,384	31	2,415†	9,475	4,622	77	4,699	14,152	7,307	110	7,417	106	524	5,610	6,035	1,342	86	103	37	14,152
Science			.		59	41		41	459	280		280	1,254	676		676	1,772	997		997	6	9	510	1,124	88		16	10	1,772
Teaching		..		..		.	.		148	107	7	114	17	12		12	165	119	7	126	6	14*	86	53	6			.	165*
Law	.				23	5		5	2,231	1,063		1,063	1,754	1,048		1,048	4,008	2,116		2,116	5	60	1,573	2,004	256	2	60	30	4,008
Engineering	.	...		.					78	15		15	187	94		94	411‡	252‡		252‡		8	122	211	22	1	37	10	411
Medical	4	2		2					145	155	4	159	963	517	11	528	1,412	674	15	680	48	121	134	602	32	3	166	6	1,412
Agriculture	.		..	.	.			.	27	22		22	40	37		37	76	59		59	.	5	30	30			2	.	76
Total	5	3	...	3	587	346	2	348	7,550	4,056	42	4,098	13,699	7,006	88	7,094	21,996	11,524	132	11,656	171	750	8,374	10,068	1,746	92	603	102	21,996

* Bombay Report does not show Brahmans and non Brahmans separately. In this table they have been divided between "Brahmans" and "non Brahmans" according to the proportions of other Universities.

† The Calcutta University Report shows 123 as the number of candidates who passed the B. A. Examination while according to the Directors' reports for Bengal, Eastern Bengal and Assam and Burma the numbers of such candidates total 713. Hence the discrepancy between this figure and that in general table III.

‡ The Punjab Report does not classify the engineering examinations, but gives the totals of examinees and passes which are included in columns 18–21.

Table III—Recognised schools and matriculation results, 1911-12

University by which the Examination is conducted	No. of Schools	No. of Pupils			No. of candidates who appeared at Matriculation				Remarks
		Male	Female	Total	Appeared	Passed			
						Male	Female	Total	
Calcutta University	618	142,126	1,199	143 625	6,174	4,306	35	4,341	
Madras University .	280	82,908	5,895	88,803	782	159	5	164	
Bombay University	166	15,136	6 201	51,337	1,019	1,961	64	2,025	
Punjab University . .	120	63,076	363	63,439	3,884	2,001	4	2,005	
Allahabad University .	192	58,752	1 506	60,258	3,458	1,440	11	1,451	
Total	1,385	391,998	15,464	407,462	18,317	9,867	119	9,986	

Table IV.—Percentages of passes to examinees in the matriculation examination, 1911.

Universities.	Number of candidates examined.	Number of candidates passed.	Percentage of passes to examinees.
Calcutta	6,174	4,341	70 3
Madras	782	164	21·0
Bombay	4,019	2,025	50·4
Punjab	3,884	2,005	51·6
Allahabad	3,458	1,451	42·0
TOTAL .	18,317	9,986	54·5

APPENDIX VIII.

COLLEGES IN PROVINCES.

Madras.

There are 35 colleges in the Madras Presidency—three professional, and 32 ordinary arts colleges, of which 30 are for male and two for female students. There are no oriental colleges. The total number of students is 5,801. In the ordinar [illegible] ,924 students against 4,674 in 1906-07. Fo [illegible] men are managed by government, three by [illegible] are unaided colleges. The average number on the rolls (on the 31st March) per arts college for men has risen from 137 to 164. The direct expenditure on colleges of all kinds has risen from Rs. 9,35,798 to Rs. 11,99,611, that on ordinary arts colleges for men from Rs 6,48,291 to Rs. 10,04,761, to which provincial revenues contribute over three lakhs of rupees, fees over four lakhs and private contributions 2¾ lakhs. All the arts colleges save three are attached to high schools The number of second-grade colleges is remarkable In some cases, says the director, the college departments of these institutions were little more than two classes attached to the school. The managers of six institutions, recognising their inability to [illegible] collegiate standard (as now insisted [illegible] hem. The strength of arts colleges h [illegible] te, depended on the results of [illegible] he strength of college classes [illegible] in this test. The new system [illegible] ifi- cates shew they are fit [illegible] of nearly twice the nun [illegible] year. This, however, [illegible] it appeared to shew insufficient care in admission, it was made the subject of enquiry by the syndicate and remedial measures were adopted.

The question of buildings is treated in the report under the head of secondary schools, perhaps because of the association of schools with colleges There has been considerable activity, especially, it seems, in mission institutions. Important building operations or extensions have taken place at the Pittapur Raja's College, Cocanada, the Mrs. A. V. Narsinga Rau's College, Vizagapatam, the American Evangelical Lutheran Mission College, Guntur, the Noble College, Masulipatam, the C. M S. College, Tinnevelly, and the Basel German Mission College at Calicut. New buildings are in course of erection for the S. P. G College, Trichinopoly, and the Findlay College, Mannargudi. The American Mission College, Madura, has been provided with a handsome building " designed and completed in every detail of equipment on modern lines."

Bombay.

This presidency is remarkable for the concentration of its collegiate education There are only 15 institutions; but the number on the rolls is 4,958. Four of these colleges are professional, and 11 (containing 3,719 pupils) are arts colleges. There are no special colleges for women or Europeans; and there is no oriental college. T[illegible] number on the rolls of each of these arts colleges is 338 students. [illegible] tions—the Elphinstone and [illegible] e states; six are under private [illegible] nised for M.A. students only, being in receipt of aid. The majority of the students are in aided colleges. The total cost of all colleges has risen from Rs. 7,43,903 to Rs. 9,53,445, and that of the arts colleges from Rs 4,66,602 to Rs. 5,34,333 to which public funds contribute about Rs 1¾ lakhs The organisation is thus one of a limited number of large institutions, maintained at a high average of cost and situated at central places. Three colleges (the

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Elphinstone, St. Xavier's and Wilson) are in Bombay city; two (the Deccan and Fergusson) at Poona; one is at Ahmedabad, one at Karachi. The three colleges managed by native States are at Bhavnagar, Junagad and Kolhapur.

There have been building operations at the Fergusson College. The Deccan College has been provided with residences for two professors and with hostel accommodation. Hostel enlargements are also taking place at the Gujarat (Ahmedabad) and Samaldas (Bhavnagar) Colleges.

Bengal.

There are 46 colleges in Bengal, of which 14 are professional. The total number on the rolls during the last year of the period was 11,900. While the number of arts colleges is exactly the same as in Madras—thirty-two—the number of students is nearly double, amounting to 9,716. Some of the colleges are very large—two aided institutions, the Scottish Churches College and the Metropolitan Institution, had respectively 1,116 and 1,023 students on their rolls on the 31st March 1912. The number of students has risen during the quinquennium from 5,190 to 9,716. Seven of the arts colleges (including one college for girls) are managed by government. One is managed by a municipal and one by a district board. Eight are aided and fifteen (including two colleges for girls) are unaided. Expenditure has risen from just over eight lakhs to Rs. 12,64,924, to which provincial revenues contribute 32·5 per cent, fees 47·8 per cent, endowments, etc., 19·4 per cent, and municipal or district funds 0·3 per cent. In 1906-07 the amount of recurring aid given to privately managed colleges was Rs. 27,600; in 1911-12 it was Rs. 55,050. In addition to this, with the aid of imperial allotments, Rs. 5,30,000 was spent on the improvement of privately managed colleges (nearly half on laboratories), and the bulk of the six lakhs grant for hostels made at the end of 1910 and much of the 10 lakhs grant made at the end of 1911 for the same purpose are being spent in those institutions.

There is a considerable number of colleges in Calcutta. The wisdom of concentrating so many students among the distractions and temptations of a large city has been called in question. The residential problem is acute; supervision of lodgings is difficult; so is the provision of grounds for healthy recreation and of sanitary quarters in densely populated areas; and the acquisition of land for college extensions and for hostels is a heavy expense. As reported in the last review, the removal of the Presidency College—the principal government institution—was brought under consideration. In deference to local sentiment, it was decided in 1907-08 to extend the college on its present site instead of removing it to a suburban area. A scheme was framed which included the purchase of about seven acres of land at a cost of £73,000. The scheme was subsequently revised by a committee, in accordance with whose recommendations the Hare School building will eventually be annexed, while large extensions have already been made in the science departments, including the erection of new physics, physiology, botany and geology laboratories. The principal describes the physical laboratory as "in extent and equipment probably deserving recognition among the best in the world." The Eden Hindu hostel, in close proximity to the college, contains 259 boarders divided into five wards, each under a professor as warden and a senior student as prefect. The staff consists of 25 professors (of whom nine belong to the Indian educational service) and 32 assistant professors, demonstrators, etc. The total cost of educating each pupil is Rs. 304 a year, of which government incurs Rs. 162. The popularity of the institution is evinced by the fact that the numbers have risen from 615 to 973, and restrictive conditions have had to be placed upon admission. The report states that in 1912 there were 196 applicants for 24 vacancies in the arts intermediate class. "It must be remembered, however," adds Mr. Prothero, "when endeavouring to draw conclusions from these figures that a very large number of students put their names down for the Presidency College without the slightest intention of actually taking admission—many of them in the vague hope of obtaining free studentships." Among the large privately managed colleges in Calcutta, the Metropolitan Institution and the Scottish

Churches College have already been mentioned The former was compelled by financial difficulties and other reverses to seek government aid, the expenditure has risen during the period from Rs 14,960 to Rs 60,163 (all of which, save Rs 195, is contributed by fees and government aid), and the annual cost of educating a student is not quite Rs 59 The latter is an amalgamation of the General Assembly's Institution and the Duff College—both founded (the former in 1830) by Alexander Duff, the famous missionary In the interests of efficiency these institutions were combined in 1908 and housed in a handsome building with new laboratories and science class rooms The college has now three well managed hostels and has obtained land for another The annual cost per student is Rs 182 Among the other colleges of Calcutta, St Xavier's is remarkable for its fine science halls extended and fitted up during the quinquennium with the help of a grant of Rs 52,000, and Bishop's College for its quiet gardens its academic buildings and its library of curious manuscripts Space forbids mention of other colleges in this city Outside of Calcutta there are government institutions at Patna, Cuttack, Hooghly and Krishnagar

There has been great building activity Some items have been mentioned in the preceding paragraph At Patna the Minto and Muhammadan hostels and residential houses have been completed and other extensions made At Cuttack land has been purchased At Hooghly a Muhammadan hostel has been commenced At Krishnagar the laboratories have been extended and refitted St Columba's College, Hazaribagh has moved into a fine building, with a large hall, laboratories tuition rooms common rooms quarters for the principal and tutors and an excellent hostel which contains nearly three fourths of the pupils This list is by no means exhaustive of the improvements effected in college buildings, but very much still remains to be done to meet pressing needs

United Provinces

The total number of colleges is 47, and of their students 5 844 Of these institutions, 10 are professional 16 are oriental and 21 are ordinary arts colleges Two of these last are government institutions 13 are aided and six unaided The number in them has risen in the quinquennium from 2 202 to 3 324 or, exclusive of a few reading in classes attached to European schools 3 299, and the average number on the rolls from 137 to 206 In view of this increase and the consequent congestion of classes the director considers the time not far distant when it must be considered what limit of expansion can be reached before a college ceases to be a college with an organic life of its own and begins to be a mere congeries of classes and lecture rooms The direct expenditure on colleges of all kinds is Rs 13,94 901 That on ordinary arts colleges has risen within the period from Rs 5,20 831 to Rs 8 56,683 To this sum provincial revenues contribute over three lakhs of rupees The amount of aid given from this source to aided colleges has nearly doubled

There is a general cry for increase of staff The principal of the Muhammadan Anglo Oriental College, Aligarh the largest college in the province, says, "Better figures could be obtained if the conditions of work were more favourable, but, so long as education wholesale is the requirement and our facilities remain only what they are, it is doubtful whether great improvement is to be expected One other point is to be considered in this connection In the opinion of most observers we have rightly paid attention to higher work But this class of teaching involves far more time in proportion to numbers taught than is wanted for junior classes But it is not as if the duties of the staff were confined to teaching, for there are so many extra duties in connection with the tutorial system and such varied forms of activity that every increase in numbers seems to bring a more than proportionate increase of work"

There has been much building activity The Meerut College and the Canning College (Lucknow) have entirely new buildings that of the latter including a fine hostel which cost some eight lakhs of rupees The C...

decreased from eleven by the amalgamation of the Jagannath and Manmatha (Tangail) Colleges. The number of students in these has risen from 1,197 to 2,989, and expenditure from Rs. 1,74,780 to Rs. 4,02,930; of this latter sum government pays Rs. 2,33,111, being an increase of 167·7 per cent on its previous expenditure. On the other hand, expenditure from subscriptions and other sources has decreased by 14·2 per cent. Four of the colleges are government colleges (a fifth, the Murarichand College at Sylhet, was provincialised the day after the close of the quinquennium), five (now reduced to four by the provincialisation of this institution) are aided and one is unaided. Notwithstanding the great increase in expenditure the increase in the number of students has caused a decline in the cost of educating a student from Rs. 235·4 to Rs. 205·2 per annum in government colleges and from Rs. 86·2 to Rs. 68·7 in aided colleges.

One of the resolutions of the Local Government observed :—" At the time when the new province was created, both Assam and the transferred districts of Bengal were ill-provided with facilities for sound collegiate education, and this became more apparent when the regulations of the Calcutta University inaugurated a higher standard of training and instruction." The government colleges were accommodated in buildings insufficient for their needs and were incapable of receiving large numbers. Not a single privately managed college was aided and all (save one) were of the second grade. All government colleges are now of the first grade (two have been raised from the second grade during the quinquennium; the Murarichand College, just provincialised, remains second-grade), their buildings greatly improved, and their staff strengthened. The staff at the Dacca College has been increased from 12 to 28 (of whom 12 have European qualifications). The staffs at Chittagong and Gauhati have been raised to 14 and 16 respectively. All the privately managed colleges but one have been brought on to the aided list. The Jagannath College (Dacca) received a capital grant of Rs. 90,000 and a recurring grant of Rs. 12,000 a year; the Ananda Mohan College (Mymensingh) similar grants of Rs. 55,000 and Rs. 7,200; the Victoria College (Comilla) of Rs. 40,000 and Rs. 4,200. The Brajamohan College (Barisal), which presented peculiar difficulties owing to the attitude it adopted during the agitation, is now to receive Rs. 80,000 capital, and Rs. 14,400 a year recurring. The Murarichand College (Sylhet) has latterly been in receipt of Rs. 9,600 a year. A grant of Rs. 50,000 has also been promised to the Edward College, Pabna, on conditions which, however, the institution has not yet fulfilled. Hence this college is still shown as unaided.

There has been much building activity. Two of the government colleges have been reconstructed. The new Dacca College building was begun at the close of the previous quinquennium, and was finished during the period under review. With its Curzon Hall, capable of accommodating over 3,000 persons, its splendid laboratories and hostels for 200 students, it now forms one of the finest groups of college buildings in India. The old building of the Chittagong College, constructed in 1836, has been enlarged and made suitable for its purpose, while its early Anglo-Indian style has been preserved, the science block has been remodelled and a new arts block constructed which, it is said, might be taken as a model for educational buildings throughout India. A fine common-room, built partly from a donation, has been added to the Rajshahi College, and two new blocks to the Cotton College at Gauhati. As for the aided institutions, the Jagannath, Ananda Mohan and Victoria Colleges have been completely reconstructed, and similar re-building is about to take place at the Brajamohan Institution.

Central Provinces.

In the Central Provinces there are six colleges with 714 students. Of these, four are arts colleges, with 608 students. These comprise the Government College at Jubbulpore, the College of Science (also a government institution, previously known as the Victoria Technical Institute) at Nagpur and two aided colleges, the Morris and Hislop, also at Nagpur. The total expenditure on colleges is Rs. 1,58,775; that on arts colleges is Rs. 1,26,628, of which government defrays over Rs. 77,000. The subsidy given to the aided colleges

has increased from Rs 14,000 to over Rs 31,000 Fee rates have been increased to Rs 75 a year in government colleges and Rs 63 a year in aided colleges The enhancement has had no effect upon admission The cost has largely increased But the number of students under collegiate instruction has also risen by over 200 per cent with the result that the cost per student has fallen in a government college from about Rs 304½ to Rs 287, and in an aided college from Rs 235½ to Rs 174 Government defrays Rs 216½ in the one case and Rs 83 in the latter The people of Berar are subscribing money for a college

The transfer of the Jubbulpore College has become necessary owing to its situation and growth Work is in hand for a fine residential college outside the city The aided Morris College has been removed to the Nagpur Residency and a hostel has been erected in the grounds The Hislop College, in itself a good building, is situated in the middle of the bazaar

North West Frontier Province

There is one college—the Edwards Church Mission College at Peshawar This is an aided college containing 38 pupils, and costing nearly Rs 15,000 per annum—double what it cost five years ago It is affiliated to the B A standard The building which is excellent, was erected partly by help of a government grant A striking development of collegiate education is contemplated In 1909 the leading Muhammadans of the province set to work to found an Islamia College Eight lakhs of rupees have been promised and a goodly part already collected A site has already been purchased, consisting of over 121 acres three miles from the cantonment of Peshawar, on the Khyber road and within sight of the battlements of Jamrud fort The college, when established, will be an aided institution with an arts department and an oriental department for the training of *mullas*

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APPENDIX X

SECONDARY EDUCATION IN PROVINCES.

Madras

Reorganisation of the system has taken place in three ways The distinction between secondary and elementary schools was not clear A school might contain one, two or three of the upper secondary, lower secondary and primary departments Rules introduced in 1906 emphasised this distinction A secondary school may still, indeed, have, and should have, not only the three highest standards, but also classes ranging from the fourth standard down to the infant class But these latter do not form an elementary school, they are secondary in that they are organised and taught with a view to the pupil's future career in the secondary school Secondly, the lower secondary department is no longer recognised in classification A school is supposed to be complete from bottom to top and to land the successful pupil in a college a technical institution or a walk of life Those who desire to go beyond the elementary standard but not to complete a secondary course, are supposed to pursue their studies in a higher elementary school Nevertheless, there were many lower secondary schools in existence, and, in view of the need for preparatory secondary schools, it was found impossible to class all as elementary The efficiency of management and the necessity for existence of each lower secondary school have been examined and recognition has gradually been withdrawn There are 186 such institutions (now called incomplete secondary schools) as against 271 in 1907 As the staff they possess is often inferior, those of them that had no graduate headmaster were grouped round a central complete school This was intended to make their position clear and ensure supervision The director considers that the results of this system have fallen short of expectations It is difficult for the headmaster of a large high school to travel about and visit neighbouring institutions The system is said to work best where a local board employs for a group of schools an *itinerant headmaster with no school of his own* "*I do not consider,*" *adds* the director, 'that anything short of the provision of graduate headmasters for all these schools would be a permanently satisfactory arrangement It will be long before this is possible and the grouping of incomplete schools under an itinerating headmaster is the best practicable solution of the problem of their staffing' Thirdly, it is possible for a secondary school to be incomplete in the sense that it lacks, not the higher, but the lower, classes The existence of such institutions results in the admission of pupils whose previous studies have been carried on in elementary schools, which do not profess to prepare for the secondary course Secondary schools have accordingly been encouraged to open lower classes The number of pupils in the four lower and infant classes of secondary schools has accordingly risen by over 7,000 But the scheme is reported not to be popular Parents do not appreciate the superior instruction available in secondary schools and prefer to keep children in elementary schools where fees are lower The classes are for this reason thinly attended, and the increase in numbers is partly due to the absorption of elementary by secondary schools under the same management

The feature of the quinquennium was the introduction, in 1911, of the school leaving certificate system, of which a detailed description has already been given in paragraph 219 Fees have been raised, so that the complete secondary course from the infant class to the sixth form will cost about 22 per cent more than the old This change was gradually introduced in 1910 and took full effect only in 1912 The new rules also prescribe the same rate of fees for each of the four main divisions of the school Hence managers have not the same temptation as formerly to make ill advised promotions in order to reap higher fees The number of high schools for Indian boys is 157 with 70 034 pupils against 159 with 55 789 pupils in 1906 07 The number of middle English schools is 186 with 29 634 pupils as compared with 271

high, 642 middle English, and 409 middle vernacular in 1906-1907. High schools contain 101,514 pupils as against 78,453 in 1906-1907; middle English schools 66,882 as against 44,484. Thirty-nine high schools are managed by government, two by municipal or district boards, two by Native States, while no less than 350 (of which 194 receive aid) containing nearly nine-tenths of the total number of pupils are under private control. Similarly government manages only six middle English schools, municipal and district boards 50, Native States 19, and private bodies 702, of which all save 165 receive aid, and which contain more than six-sevenths of the total of pupils. The cost of secondary English schools has risen by Rs. 7,08,112 to Rs. 30,38,875. To this total government contributes roughly Rs. 3⅗ lakhs, municipal and district funds Rs. 1¼, fees about Rs. 20 lakhs, and other private sources nearly Rs. 5½ lakhs. The average annual costs of a high and of a middle English school are, when the institution is managed by government, Rs. 12,235 and Rs. 2,744 respectively, and when managed by private bodies, Rs. 5,186 and Rs. 899. The characteristics of this type of education in Bengal are its wide extension, its cheapness, and the large part played by private management. It is also noteworthy that considerably more boys study in high than in middle English schools. Of the total of pupils in both kinds of schools less than half are in the secondary stage. Mr. Prothero makes the following interesting remarks:—" The number of pupils reading in English secondary schools for boys who were in the secondary stage of instruction amounted at the end of 1911-1912 to 81,747. This figure may be further sub-divided into 42,527 in the high stage and 39,220 in the middle stage. Out of every hundred boys studying in English secondary schools 25 were studying in the high stage in 1911-1912 as against 27 in 1906-1907. If the figures are compared with the population statistics collected at the last census, it appears that 1 in every 50 boys of a school-going age was in the secondary stage of instruction in an English secondary school as against 1 in every 67 in 1906-1907. At the end of 1911-1912 the number of pupils in the secondary stage of vernacular schools was 3,459 as against 3,777 in 1906-1907. If these figures are compared with the population statistics collected at the last census it appears that 1 in every 1,190 boys of a school-going age was in the secondary stage of vernacular instruction in 1911-1912 as against 1 in every 1,074 in 1906-1907. The figures for 1906-1907 are, however, unavoidably vitiated by the fact that the comparison had to be made with the population of 1901, and the increase in the population during the intervening years was in consequence neglected. If the increase in population is allowed for, the proportion would have been less."

The report says little about buildings. We learn that buildings, equipment and libraries in high schools have materially improved as the result of university inspection, but that middle schools still urgently require improvement in these respects.

United Provinces.

The features of the quinquennium have been the resumption by government of the control of district high schools and the responsibility for grants to aided schools, the institution of the school-leaving certificate examination and the general increase in which other provinces share. The first two of these date from the Naini Tal conference on secondary education which was held in 1907 to consider the reference made by the Government of India to all local Governments regarding the improvement of secondary education. It consisted of chairmen of district boards, non-officials and educational officers. A programme was then formulated which has been steadily pursued. One of the reforms was a change in the system of administration. The rules framed under the District Board Act of 1906 had made the boards responsible for English as well as for vernacular education. The district high schools were accordingly placed under these bodies, the duties of the department being restricted to advice and inspection. The conference found that this change was causing havoc in the schools and recommended that they be again provincialised. Owing to famine, the recommendation could at first be carried out only partially. From 1908 to 1910 the boards held financial, the department administrative, control. In 1910 the full control passed to the department, but at the cost of resuming from the boards the funds expended by them on

the maintenance of the schools—funds which it had been intended should be left with them for the benefit of vernacular education The conference likewise found that the aided schools which now looked no longer to government but to the boards for aid were declining in efficiency and were thoroughly dissatisfied with the change From 1909 1910 the control of these schools was restored to the department and the amount of grant which they had
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Another noteworthy feature has been the raising of the fee rates in the lower classes The scale now ranges from Re 1 to Rs 3 instead of from Re 0 8 0 to Rs 3 The change involves an increase of Rs 60 on the total cost of secondary education and it is being gradually introduced The resultant addition to income will be utilised on scholarships and special concessions to poor pupils

The number of high schools has risen during the quinquennium from 94 to 102 that of their pupils from 22 974 to 32 327 Middle English schools have decreased from 83 to 68 their pupils rising from 8 864 to 10 284 Of the high schools 47 are government 43 are aided and 9 unaided The middle schools are classified as 10 board 42 aided and 15 unaided A high school
... The expen
Public
sources
over Rs 2 70 lakhs The middle English schools now cost Rs 2 08 lakhs against Rs 1 75 The contribution from public funds amounts to Rs 68 000 from fees about Rs 92 000 and from other sources Rs 48 000 A large proportion of boys is now found in the high stage from which a lessening in wastage is argued And the number of candidates at the matriculation and school leaving certificate examination combined has risen from 1 959 to 3 200 The main desideratum appears to be trained teachers This is especially so in the privately managed schools where pay and prospects are poor Recently we learn seventeen applications were made for such teachers to the Allahabad Training College the average of the pay offered being Rs 82 Notwithstanding that there are now two training colleges the supply cannot keep pace with the demand Mission bodies contemplate opening training institutions of their own

So long as the schools were wholly or partially under board control and while the shadow of famine still lay across the land little could be done for buildings The
of pupils The
activity Six ne
ations made in
erected at fifteen schools Of privately managed institutions five new schools have been completely built while 20 schools have extended their accommodation Other works are in progress An exception to the general activity is the M A O College School at Aligarh where Rs 20 000 unconditionally given by government in 1906 has remained unutilised and the Government of India grant of Rs 1 20 000 has not according to latest reports been taken up A standard plan for schools of this class has been drawn up and is being freely adopted by private school managers The building of hostels has proceeded more rapidly in privately managed than in government institutions The Hewett Kshattriya School at Benares has no less than six hostels all in accordance with the standard design Still the reports that all hostels are full and applications have to be refused make one fear says the director that many boys must be left to make their own arrangements for lodging in the town In illustration of the need the inspector of Fyzabad tells us that in his division there are 2 449 scholars yet there are only six hostels
175 boys or 7 1 per cent of the whole number

The Punjab.

The feature of the quinquennium has been the large increase in attendance, especially at English-teaching schools. The numbers rose from 63,322 to 92,273, or by 46 per cent. These figures, however, include middle vernacular schools. They also include pupils in the primary departments of secondary institutions. If middle vernacular schools be reckoned as secondary, and if all primary classes be excluded, "there are," says the director, "32,976 boys at the secondary stage, mostly aged from 12 to 20, or 3 per thousand of the male population. In a review of the progress of secondary education in England published in the report of the Board of Education for 1908-1909, it was estimated that 4 per thousand of the population were receiving education in aided secondary schools and about 6 per thousand in secondary schools generally, so that, numerically speaking, the Punjab is not so far behind the west in this respect as might be imagined, especially in view of the fact that elementary education in England is universal and compulsory; although such a comparison would be misleading if it implied that the scope of secondary education in the two countries is identical." The number of high schools for Indian boys is 96, with 46,943 pupils. That of middle English schools is 89 with 23,098 pupils. Thirty of the high schools are government institutions, ten are under local bodies, 43 are aided, and 13 are unaided. There are no government middle schools, the majority (57) being board or municipal institutions, and the rest under private management and generally aided. The number of pupils in these last is 7,225. A high school contains on the average 489 pupils, a middle school 260.

The direct expenditure on high schools has risen from Rs. 7,51,736 in 1906-1907 to Rs. 11,70,357 in 1911-1912. Towards this, government contributes over Rs. 3 lakhs, local bodies Rs. 80,000, fees Rs. $6\frac{3}{4}$ lakhs and private contributions amount to over a lakh of rupees. The expenditure on middle English schools was Rs. 2,92,065 against Rs. 2,12,775 in 1906-1907. This is made up thus—government revenues, Rs. 9,000, local bodies Rs. 55,000, fees Rs. $1\frac{3}{10}$ lakhs and private contributions Rs. 38,000.

As in the United Provinces, so in the Punjab, a transfer of high schools from local bodies to government was found desirable. This transfer—one school for each district—took place before the quinquennium, in 1905. The schools thus transferred have gained much in popularity and efficiency, and endeavours have been made to improve the scale of teachers' pay. To check the growing unpopularity of the subordinate educational service, the prospects of the service have also been improved at an increased cost of about Rs. 91,000. The scheme, while involving the reduction of some posts, provides for a larger number of higher posts a continuous scale of pay and progressive salaries in certain grades.

The buildings, at the time of transfer, were almost without exception unsuitable to their purpose. The imperial grant of 1911 provided funds; standard plans have been framed, sites acquired and other preliminaries arranged. Three new buildings are already nearly completed and another is in course of erection. Schemes for four others are in progress. The new buildings are in healthy situations outside the towns. During the greater part of the period building operations were hampered—"not," says the director, "on account of any diminishing of private enterprise, but because successive retrenchments of the education budget and of the provision for educational buildings in the Public Works Department budget baulked the execution of long-cherished schemes and paralysed initiative generally." Towards the end of the quinquennium provincial finances improved, school managers and local bodies were asked to submit building projects, and standard plans were issued and utilised in the preparation of schemes. Almost all schools have hostels attached to them, the number of which increased considerably during the period, while the number of boarders rose by 3,322 to 12,213. Here again the establishment of denominational hostels under religious societies is a noticeable feature. But accommodation and superintendence, though improving, still leave much to be desired. Some description of these hostels has already been given.

Of secondary education in the Punjab as a whole Mr Godley speaks as follows —

> The statistics given * * * show an increase of institutions and pupils which is in itself a matter for congratulation but only if there is evidence that the secondary schools are accomplishing their purpose—not merely multiplying the unfit but sending out a larger number of youths who are well equipped for apprenticeship to their respective vocations. It is in this connection particularly that the importance of a qualitative as well as a quantitative test of progress needs to be emphasised and that the nature rather than the amount of secondary education in the province deserves serious attention. Weak headmasters incompetent assistant teachers and buildings which are a menace to health are far too common and those who are bent on extending secondary education to the greatest number regardless of the conditions under which it is given incur a grave responsibility. The Lahore inspector instances one school with accommodation for 250 which had about 800 pupils while in another school a class room for 18 to 20 boys was made to hold about 50. A public conscience needs to be aroused in matters such as this for if secondary schools are allowed to go slipshod little benefit accrues to the country from mere additions to their number.

Burma

Secondary education in Burma pursues a leisurely progress. The number of anglo vernacular boys schools has risen from 82 with 18 524 pupils to 104 with 20 722 pupils. Twenty one of these are high schools with 7 482 pupils. Nine are managed by government two by municipalities and ten are aided schools. Of the 83 middle English schools eighteen are government five are municipal and 60 are managed by private bodies. The expenditure on high schools amounts to Rs 5 33 lakhs against Rs 4 38.* Public funds defray over Rs 2 37 lakhs of this and fees over Rs 2 53 lakhs. Contributions from other sources amount to about Rs 43 000. The total cost of middle English schools is over Rs 7 13 lakhs agaist Rs 5 23.* Public funds contribute Rs 2 98 fees about Rs 3 42 and other sources over Rs 72 000. A high school contains on the average 356 a middle school nearly 160 pupils. In view of the belief current in certain circles says Mr Covernton "that the old time learning and pristine manners and morals of the country are being dissipated and debauched by a reckless pampering of English education the figures generally are noteworthy. A rate of increase which adds three schools and 750 pupils a year to the registers may safely be termed cautious it cannot be considered extravagantly rapid. The introduction of a high school final examination has been already described.

It is necessary here to notice the figures of vernacular schools since the existence of vernacular high schools in Burma gives to this type of education a more definite claim than elsewhere to be classed as secondary. The increase in these has been remarkable 337 new schools and 26 620 pupils having been added in the quinquennium. This phenomenon indicates says the director not it is to be feared a resolute and spontaneous striving after higher vernacular education on the part of the unspoiled masses but merely that a number of erstwhile vernacular primary schools have been advanced to the middle stage —somewhat prematurely one gathers. Another factor that has tended to the increase of vernacular at the expense of anglo vernacular schools is the change of curriculum in the latter. Since English is now taught in the lower anglo vernacular standards by oral methods only many Burmans prefer to keep their children longer in the better vernacular schools —a by no means unhealthy symptom. Vernacular high schools are nine—one managed by government and eight aided—with 1 080 pupils. The prophecy made in 1907 that the present quinquennium would witness their extinction has not been fulfilled. But the type does not thrive. Against a slight increase of schools and pupils must be set a decrease in the number of pupils in the high stage. Few have any practical use for the highest grade of vernacular education. Those who propose to enter the teaching profession have deserted the eighth and ninth (high) standards for the 'literary courses' instituted in vernacular normal schools—though the recognition of the ninth standard examination as equivalent for certain purposes to the matriculation may serve to revive the high classes. Employers" says the director whose

* Including the cost of schools for Europeans for which separate figures were not furnished in 1907.

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38 * Public funds
s Contributions
from other sources amount to about Rs 43 000 The total cost of middle English schools is over Rs 7 13 lakhs agaist Rs 5 23 * Public funds contribute Rs 2 98, fees about Rs 3 42 and other sources over Rs 72,000 A high school contains on the average 356, a middle school nearly 160 pupils "In view of the belief current in certain circles," says Mr Covernton, "that the old time learning and pristine manners and morals of the country are being dissipated and debauched by a reckless pampering of 'English' education the figures generally are noteworthy A rate of increase which adds three schools and 750 pupils a year to the registers may safely be termed cautious, it cannot be considered extravagantly rapid" The introduction of a high school final examination has been already described

It is necessary here to notice the figures of vernacular schools since the existence of vernacular high schools in Burma gives to this type of education a more definite claim than elsewhere to be classed as secondary The increase in these has been remarkable, 337 new schools and 26 620 pupils having been added in the quinquennium "This phenomenon indicates," says the director, '*not, it is to be feared, a resolute and spontaneous striving after higher* vernacular education on the part of the 'unspoiled' masses, but merely that a number of erstwhile vernacular primary schools have been advanced to the middle stage'—somewhat prematurely, one gathers Another factor that has tended to the increase of vernacular at the expense of anglo vernacular schools is the change of curriculum in the latter "Since English is now taught in the lower anglo vernacular standards by oral methods only, many Burmans prefer to keep their children longer in the better vernacular schools —a by no means unhealthy symptom" Vernacular high schools are nine—
one m ... with 1,080 pupils The pro
phecy ... would witness their extinc
tion h ... t thrive *Against a slight*
incre... ase in the number of pupils
in the high stage Few have any practical use for the highest grade of vernacular education Those who propose to enter the teaching profession have deserted the eighth and ninth (high) standards for the "literary courses" instituted in vernacular normal schools—though the recognition of the ninth standard examination as equivalent for certain purposes to the matriculation may serve to revive the high classes "Employers," says the director, "whose

* Including the cost of schools for Europeans for which separate figures were not furnished in 1907

business does not entail a knowledge of English in their employees, but who at the same time can offer responsible posts requiring a reasonably high standard of education and intelligence, will find that men who have passed through the vernacular high grade have often a better knowledge and understanding than many of those who have passed the matriculation."

Financial difficulties forbade building activity at government schools during the first four years of the period; and these are described as housed in obsolete, dilapidated or wholly unsuitable buildings or in hired tenements, and as lacking in proper hostel accommodation. The imperial grants of 1911 have facilitated the building of four government schools and the extension of two others. On the other hand, the local Government has continued liberal assistance to aided institutions, " though on a descending scale of munificence necessitated by the growing stringency of financial conditions." No less than twenty-five schools have received capital grants during the quinquennium. General improvement is noted in the matter of equipment and managers are gradually awaking to the desirability of effective school libraries and museums.

Eastern Bengal and Assam.

Eastern Bengal and Assam is, like Bengal, characterised by the great number of its privately managed secondary schools. During the quinquennium a new curriculum was introduced which drew a sharp line of demarcation between English and vernacular schools, permitted the teaching of English (though not its use as the medium of instruction) at a lower stage in the former and largely substituted a syllabus of studies for a list of prescribed text-books. After trial, this curriculum was extended to Assam. It has been favourably received, but want of competent teachers has not yet admitted of its full success. The number of scholarships has been increased and the rules changed so as to confine the winning of scholarships to the pupils of those schools for which they are mainly intended.

There are 224 high schools for Indian boys with 74,557 pupils against 212 schools with 47,130 pupils in 1907. The number of middle English schools stands at 738 with 88,219 pupils as compared with 508 schools with 41,736 pupils. Thirty of the high schools are managed by the government and one by board. The remaining 193 are private institutions, 56 being aided. The bulk of the middle English schools are under private management, only six being managed by the government and 29 by boards. Of the 703 private middle English schools 412 are in receipt of aid. The direct expenditure on high schools amounts to Rs. 14,16,105 against Rs. 9,30,147. Provincial revenues contribute about Rs. $2\frac{1}{4}$ lakhs and fees over Rs. $10\frac{3}{4}$ lakhs towards the cost. The middle English schools now involve an expenditure of Rs. 7,81,178 against Rs. 3,92,586. The contribution from public funds amounts to over a lakh and a quarter, and that from fees to about Rs. $4\frac{3}{4}$ lakhs and from private sources to over Rs. $1\frac{3}{4}$ lakhs.

In Eastern Bengal all the government high schools (with the exception of three which are only temporarily under government management) have *pucka* one-storied buildings with spacious compounds. The report adds that they have been erected with due regard to educational requirements save in the Chittagong division, where they are unsatisfactory, inadequate and unsuitable for their purpose. In Assam (where earthquakes are frequent) they are of lighter structure, but on the whole spacious and specially designed for school use. Everywhere, however, the rapidly rising numbers necessitate extension. " Aided and unaided schools are worse off in this respect, nearly all their school-houses have been built without any fixed plan, and in some of them no arrangement has been made even for proper light and air, while not a few are so bad that they are absolutely incapable of improvement. In Assam the aided schools are reported to be fairly well-housed, but the unaided schools are no better than those of Eastern Bengal."

There are a few exceptions, where government has given ample funds for new buildings of aided institutions. The housing of middle English schools is for the most part unsatisfactory. " Generally speaking, these houses have *kutcha* plinths, corrugated-iron roofs, and mat-walls; but they do not conform to any type-plan, and are usually unsuitable for school purposes. Middle

vernacular schools in many cases do not even possess school houses of their own, and, where they have them, the houses are very poor structures Of all middle vernacular schools, circle schools are the worst housed, depending as they do on public charity for their accommodation Practically speaking, the only good houses to be found are those belonging to schools in which English is being taught, these are situated only in advanced localities where the people are desirous of changing the status of their schools from middle vernacular to middle English"

"In Assam, however, middle school buildings are better Most of the government schools have been built according to standard plans, and the buildings are neat in appearance and suitable for their purpose In the rest the usual type has *ekra* walls and a corrugated iron or thatched roof"

There are difficulties in providing suitable furniture with the funds at disposal In the privately managed schools furniture and appliances are scanty and the supply of books and maps is meagre Many have no libraries worthy of the name 'Although provision has been made for grants towards the purchase of library books, furniture and appliances, very little advantage has yet been taken of them"

Central Provinces

The administration of the Central Provinces has framed, during the quinquennium, an exhaustive scheme of secondary education This is summarised in the report 'Sir Reginald Craddock had instituted an enquiry into the position of secondary education, and developed the results in certain proposals to the Government of India for future expenditure In the course of this he laid down the policy of establishing a government high school at each district headquarters as a model, and middle anglo vernacular schools in the larger towns in the interior of the districts In 1910 11 the continued growth of the dem [illegible] mulation and publication of a c [illegible] eginald gave expression to this [illegible] 1911 This resolution is now the basis of administration Briefly it excludes district councils from participation in financing English education, affirming that primary education must for years monopolise their resources Municipalities are not debarred from managing schools under the rules of the grant in aid code, provided they first provide for primary education Government will provide a model high school in each district, and a certain number of middle anglo vernacular schools in large towns, and maintain the same Beyond that private enterprise aided by government must do what is required A new grant in aid code is appended showing the conditions of government aid These have been adjusted to encourage, but not pauperise, private managers Fees are raised both in colleges and schools, a generous scholarship system is instituted whereby 694 scholarships of the value of Rs 20,724 are awarded annually The administration of hostels is regulated so that boarders bear a fair share of expenditure instead of relying on the State for maintenance'

Of the district high schools to be maintained by government, fourteen are now at work and another is about to be started In three districts their place will be taken by aided schools There remain five districts where provision [illegible]

code has been introduced and is proving successful The increased fee system has been accepted without demur

At the close of the last quinquennium the high and middle English schools for Indian boys numbered 27 and 92 with 1,974 and 10,467 pupils respectively The corresponding figures are now 31 high schools with 3,040 pupils and 107 middle English schools with 12,530 pupils Fourteen high schools are managed by the government and two by boards, three are maintained by Native States and twelve are aided institutions As regards middle English schools 38 belong to government, 32 to boards, eight to Native States and 29 to private management of which 25 are aided The total direct expenditure on high schools amounts to about Rs 2 lakhs against Rs 5 lakhs and middle English

schools to Rs. 3·16 lakhs against 2·80 lakhs. In the case of the former the public funds contribute about a lakh of rupees and fees about ¾ lakh of rupees; in the latter case, the contribution from public funds amounts to over Rs. 2·11 lakhs, from fees to over Rs. 58,000 and from other sources to Rs. 47,000.

Buildings are good throughout the province. But suitable laboratory accommodation is wanting in many schools. A standard plan for laboratories has been prepared and erection is proceeding. During the last year or two considerable attention has been paid to the provision of apparatus and equipment; and the position is now good.

North-West Frontier Province.

Secondary education is largely in the control of boards and municipalities, which manage five high schools and four middle English schools. There are seven high schools under private management, of which six are aided. There are no middle schools save those under boards and municipalities, and one aided vernacular school for girls. In addition to the English schools, the boards and municipalities maintain fourteen middle vernacular schools. The total number of male scholars in anglo-vernacular schools is 6,585, and their total cost Rs. 1,26,897, against 4,415 scholars and Rs. 87,592 in 1906-1907. Towards this public funds contribute Rs. 59,534, fees Rs. 46,951 and other sources Rs. 20,412. The director, Mr. Richey, points out that during the period the qualified portion of the staff has risen from 43·2 to 68·9 of the whole, and that results in the matriculation have improved. The method of teaching English is, however, still faulty. In 1911, government gave capital grants amounting to some Rs. 40,000 for buildings and libraries.

APPENDIX XI

RATES OF FEES IN ENGLISH SECONDARY SCHOOLS FOR BOYS

Madras

	For the long term			For the short term		
	Rs	A	P	Rs	A	P
Forms IV V and VI	23	12	0	14	4	0
Forms I II and III	12	8	0	7	8	0
Classes III and IV (Preparatory)	5	0	0	3	0	0
Classes, Infant I and II (Preparatory)	2	8	0	1	8	0

These are minimum rates and fees may be levied at higher rates at the discretion of the management

Bombay

	Rs	
Standards I II and III	1½	monthly
Standards IV and V	2½	,
Standards VI and VII	4	,

In aided schools the minimum rates will be two thirds of the above rates

Bengal and Eastern Bengal

There is no regular scale of fees, but in Government high schools the range is generally from Re 1 to Rs 3 and in middle schools from 4 annas to Rs 1½ There are no fixed rules for aided schools

Assam

	High Schools		Middle English		
	Rs	A	Rs	A	
First class	3	0	1	0	monthly
Second class	2	8	0	14	,,
Third class	2	4	0	10	,,
Fourth class	2	0	0	8	,,
Fifth class	1	12	0	6	,
Sixth class	1	8	0	4	,
Seventh class	1	4	0	2	,,
Eighth class	1	0			,,
Ninth class	0	12			,,

United Provinces

Section		Rs	A	P	
Preparatory section	A	0	2	0	monthly rate
	B	0	2	0	,
Lower primary section	Class I	0	4	0	,,
	,, II	0	6	0	,
Upper primary section	,, III	0	8	0	,
	,, IV	0	12	0	,
Lower middle section	,, V	1	0	0	,,
	,, VI	1	8	0	,,
Upper middle section	,, VII	1	12	0	,,
	,, VIII	2	0	0	,,
High section	,, IX	2	8	0	,,
	,, X	3	0	0	,,

In aided schools the minimum rates shall be 75 per cent of that prescribed for Government schools

The above rates have been enhanced recently, but they come into force from 1st July 1912

Punjab.

	Monthly rate. Rs.	A.	P.
Primary Department—			
Fourth class	1	0	0
Fifth class and junior special	1	8	0
Secondary Department—			
First class	2	0	0
Second class and senior special	2	8	0
Third class	3	0	0
Fourth class	3	8	0
Fifth class	4	0	0

In the lower primary classes of government and board anglo-vernacular schools the rates shall not be less and may be higher than those fixed for lower primary classes in vernacular schools (from anna one to annas three).

The pupils whose parents have a monthly income above Rs. 150 will be charged fees at double the rates. In aided schools the rates shall be at least 75 per cent. of those fixed for government and board schools.

Burma.

	Rs.	
Standards I and II	1	monthly.
Standards III and IV	2	,,
Standards V, VI and VII	3	,,
Standards VIII, IX and X	4	,,

Central Provinces and Berar.

	Rs.	
High School Classes—		
5th, 6th and 7th English Standard	3	per mensem.
Anglo-vernacular departments of high and middle schools—		
1st, 2nd, 3rd and 4th English standards	1	,,

North-West Frontier Province.

Pupils of the primary departments now read free. Otherwise the fee rates in the upper classes range from Re. 1 in the lowest middle class to Rs. $3\frac{1}{2}$ in the highest class, sons of agriculturists paying from 10 annas to Rs. $2\frac{1}{4}$.

		Rs.	A.	P.	
High Department	VI	3	8	0	per mensem
	V	3	0	0	,,
Middle Department	IV	2	4	0	,,
	III	1	14	0	,,
	II	1	8	0	,,
	I	1	0	0	,,

APPENDIX XII

RULES FOR GRANT-IN-AID TO SECONDARY ANGLO-VERNACULAR SCHOOLS.

Province.	System of grant	Building grant.	Equipment grant	Maintenance grant	REMARKS.
Madras	The following are general conditions of aid — (a) minimum average daily attendance for previous official year is 25 pupils (23); (b) there should be not less than 180 school days consisting of at least four hours of secular instruction in each school year (24); or (c) qualifications (general and professional) of teachers, and subjects of instruction should be in accordance with the Government educational rules (27) Ordinarily allotment of grants takes place triennially. In case of institution admitted to aid in course of a triennium allotment is made for remaining portion thereof (34). Grants are payable annually (38) and may be increased if any additional standard has been opened with the department's consent, or on account of any other approved increase in expenditure (33). Similarly they may be decreased if found to exceed the amount permissible under rule or because of decrease in expenditure	Not exceeding one half of total cost (54) Limit of power of sanction — up to Rs. 2,500 by director and above Rs 2,500 by Local Government (50)	Not exceeding one half of total cost (57) Limit of power of sanction —up to Rs 500 by director and above Rs 500 by Local Government (60)	Ordinarily equal in amount to income guaranteed from endowments, subscriptions, donations and other private sources over and above any expenditure by management on scholarships or in defraying any difference between the fees calculated at standard rates and those actually collected This amount may be increased by half the amount of fee income forgone under rule 102 of the Educational Rules in respect of Muhammadans, Uriyas, girls and backward classes and castes (rules 32 and 33)	Grants not exceeding one-half towards endowments are also provided for. They must be sanctioned by Local Government (61)

Province.	System of grant.	Building grant.	Equipment grant.	Maintenance grant.	Remarks.
Madras—*contd.*	inefficiency or failure to remedy defects in organization, discipline, instruction and accommodation (35). They may be entirely withdrawn should the financial condition of an institution or the educational needs of the locality cease to warrant their continuance (31), should the conditions of recognition or aid be violated or for any proved fraud or irregularity in management (36). Except in cases in which a reference to the Local Government is required, all grants paid from provincial funds are sanctioned by the director; and all grants paid from local funds are sanctioned by the local board concerned, provided that the grants have been recommended by the education department (6).				
Bombay . .	The general conditions of aid are:— (*a*) that school supplies a local want; (*b*) competency and adequacy of teaching staff; (*c*) financial condition of school; (*d*) that fees charged and percentage of free students are reasonable; (*e*) liability to inspection by department at all times and to supply all such information as may be required;	Not exceeding one-fourth of total cost (52). But government may give land in addition to or as part of the grant (58). In addition to building grants, special grants bearing no fixed proportion to total cost—each case being considered on its merits—are given in aid of building boarding houses, laboratories, libraries, school workshops, gymnasia and providing playgrounds. (62).	Not exceeding one-third of total cost (18). Limit of power of sanction:—up to Rs. 1,000 by director (18) and above Rs. 1,000 by government.	Not exceeding one-half of the local assets or one-third of total expenditure during previous official year. If receipts from all sources exceed total expenditure saving shall be fully expended in following year or placed in a reserve fund: otherwise grant is liable to reduction (5). If the ordinary grant is not sufficient a supplementary grant may be made not exceeding one-third (and in the case of poor but deserving schools one-half) of the ordinary grant mainly for the improvement of the salaries of teachers (27 A).	There are also special grants for drawing (19). Schools not in receipt of a grant-in-aid may be admitted to recognition by the department, which would entitle them to present pupils at all public examinations conducted by the department provided they conform to the rules (10) mentioned in column 2 (system of grant).

Iombay—*contd*	(*f*) the *maintenance of the attendance*, (*g*) suitability of accommodation sufficiency of furniture and appliances and provision for recreation and physical exercises, (*h*) that arrangements for registering admission, attendance and age of pupils for management and for keeping accounts are *effective*, (*i*) *education* given is sufficient in range and quality, (*j*) that discipline conduct regularity of attendance and honesty under examination *of students* are satisfactory, (*k*) proper maintenance of school records and trustworthiness of all statistical returns and formal certificates (2 4 and 7), (*l*) that there are funds at the disposal of the department to meet the application for grant. The grant thus assessed is ordinarily continued from year to year provided the *afore-mentioned conditions are maintained* Re assessment of grant is admissible if it can be shown that existing grant is inadequate and funds are available (8) Failure to satisfy inspector when assessing *grant for first time* under the heads enumerated above entails a proportionate reduction of the maximum grant admissible. (7 A B) Such	Power of sanction rests with the director of public instruction (rule 51) special cases only are to be referred to Government (rule 52) In cases of works carried out by agency other than *the Pul lic Works* department the permission of the superintending engineer concerned is required if the cost does not exceed Rs 10 000 and of government if the *cost exceeds that amount* (56) The Public Works department must approve the *plans* and estimates for the building and the title of the school managers to the site on which it is to be erected must be declared to be good and in order by the law officers of government the grant will not be given till a trust deed is executed or its execution is agreed on save in the case of *buildings for* which a building grant not exceeding Rs. 1 000 is claimed when an agreement to repay on failure of conditions is accepted.		If a school is established to meet an urgent *demand or* under peculiar difficulties a temporary grant may be awarded in year of assessment not exceeding half the net expenditure on instruction but payable monthly if so required. As soon as permanent character of school is established it becomes *subject to ordinary* rules (6) If through misadventure for which the managers are not to blame the *attendance and efficiency of any school has* fallen greatly below the average of previous years a sum not exceeding the grant *earned in the previous* year or the average grant of the three last preceding years whichever is less may be paid (9)

Province.	System of grant.	Building grant.	Equipment grant.	Maintenance grant.	REMARKS.
Bombay—*concld.*	failure in the case of an institution already aided, carries a similar penalty but only after a preliminary warning (8). The director's decision as to whether the conditions are fulfilled in any case are final.	If however the building is erected on a site already covered by a trust deed a receipt may be sufficient.			
Bengal	In West Bengal grants are ordinarily sanctioned for a term of three years, but may be revised at any time during their currency (28). The director is authorised to delegate to divisional inspectors the power to sanction grants-in-aid of not more than Rs. 50 a month to high and middle schools, placing annually a lump sum at the disposal of each inspector of schools over which the inspector of schools shall have full control, subject to the grant-in-aid rules, and to the submission with his budget estimates of a statement of the proposed expenditure of this sum. No new grant shall be given in the course of the year without the consent of the director of public instruction, unless it has been budgetted for and the director of public instruction exercises a general supervision that the recurring claims upon his grant-in-aid allotment may not increase disproportionately to his allotment (section 51). Similarly, the director of public instruction is authorized to delegate to divisional inspectors the power to sanction special grants to high and middle schools up to a limit of Rs. 500, placing	The proportion of government contribution is limited except in special cases and under special orders of government, to the amount to be expended from private sources. The total allotment for the year is divided between schools for different sections of the community (Europeans, Hindus, Muhammadans, etc.,) in some proportion to the requirements of each community as indicated by the amount of the "approved applications received from each," subject to the proviso that in sanctioning such applications preference shall be given to projects that make for the extension of education over those that aim only at improving conditions for children already under instruction (16 Note 4, 5.)	In West Bengal equipment grants are not distinct from building grants. The technical term is "special grants" which may be given for erecting, enlarging, furnishing or repairing school buildings providing hostels for high schools, for acquiring or enlarging play grounds and in special cases for paying off debts already incurred for the erection or extension of school buildings.	For high schools the annual maintenance grants-in-aid of ordinary recurring expenditure shall not exceed one half of the income guaranteed from private sources, except in certain backward districts, when the grant may be equal to two-thirds of the income from private sources (26); of the districts specified in the rules only Birbhum and the thanas of Khatra Raipur and Simlapal in Bankura are situated in Bengal, the rest being situated in the new province of Bihar and Orissa. For middle schools in which the monthly expenditure does not exceed Rs. 40, the grants shall not exceed the income guaranteed from private sources (26). For middle schools in which the monthly expenditure exceeds Rs. 40, the grants shall not exceed two-thirds of the income guaranteed from private sources except in the districts already mentioned, where the grants may equal the income so guaranteed.	Temporary grants may be given in aid of boarding houses and hostels but the general principle is that such establishments should be self-supporting in so far as recurring expenditure is concerned.

Bengal—*contd*	a lump sum at the disposal of each in*spector of schools for* this purpose Government of Bengal (General Department) no 4021 dated 10th November 1911 Manager may be given an opportunity of protesting against reduction and suspension of grants (23) Maximum rates are not in all cases and as a matter of course sanctioned (27) Payment is made monthly (15) In assessing the ordinary grant regard is had to — (*a*) pecuniary resources and proposed monthly expenditure of schools, and the fees charged in each class, (*b*) average number of pupils *their* class race and creed and the social position and calling of their parents, (*c*) social *standing of the managers* and the class or classes they represent (*d*) class of school and course of instruction, (*e*) number qualifications and salaries of teachers, (*f*) *accommodation and surroundings* of schools, (*g*) sanitary arrangements (12) Schools which have a well qualified and well paid staff and which charge comparatively high fees receive special consideration (2)				

Province.	System of grant.	Building grant.	Equipment grant.	Maintenance grant.	Remarks.
Bengal—*contd.*	No high school receives a grant which makes no provision for— (*a*) instruction in drawing, drill, gymnastics (for boys only) and if required, manual training; (*b*) employment of trained teachers and teachers who have passed the oral examination of competency to teach in English; (*c*) instruction in any subjects required by local conditions; (*d*) expenditure of a portion of the grant on appliances for practical teaching of various subjects; (*e*) adoption of the vernacular scheme of instruction as approved by the Local Government in all classes below the fourth (7).				
	The schools in Eastern Bengal are generally governed, as regards recurrent grant, by the grant-in-aid rules in force in Bengal. The few differences that occur in the system of sanctioning grant in Eastern Bengal from that in Western Bengal are as stated below :— (1) Under Eastern Bengal and Assam Government order no. 779-E., dated the 31st May 1911, power to increase existing grants, to renew old grants	In Eastern Bengal the amount of Government grant does not ordinarily exceed double the sum subscribed locally or allotted from the balance in hand of the school (Rule 4). The amount of monthly expenditure is no criterion in determining the proportion of the government grant and local contribution.	In Eastern Bengal equipment grants are sanctioned by the director, subject to budget provision, as special grants for apparatus, chemicals maps, diagrams and models, etc., and for books for school libraries, for plant, materials, and tools for industrial and technical schools and for exhibition of needle-work, or other art or industrial school work, provided		

Bengal—*concld.*	and to sanction new grants *to all high and middle* English schools have been delegated from the director to the inspectors of divisions, within the allotment placed *by the director of* public instruction at their disposal, over which the inspectors can exercise their full control having regard to the grant-in aid rules. The *inspectors* are authorised to sanction grant to any reasonable amount, no money limit having been fixed to the power delegated to them (2) Grants are sanctioned by the director of public instruction on the recommendations of the Female Education Committee only to a few special girls' schools, such as sadar and urban girls' schools subject to the provision made *in the* budget for the purpose The inspectors are empowered to sanction grants to all other ordinary girls' schools		the grant may not exceed one-half the total cost in the case of high and *middle* English schools. (*Vide* Rules, 1, 2 and 3, section II of grant-in aid rules of Eastern Bengal).		
United Provinces.	There are two kinds of grants—Ordinary and Special (389) The ordinary grant comprises (*a*) fixed annual grant and (*b*) an *attendance grant (400)* *Special* grants, under certain circumstances, are allowed in place of, or in addition to, the ordinary grant (401) To become eligible for aid a school must comply with the *following requirements* — (*a*) it shall be open to inspection by department,	Not exceeding the total amount contributed for the purpose from other sources (390). Power of sanction rests with the Local Government (382).	Not exceeding the total *amount* contributed independently for the purpose (388). If grant exceeds Rs. 500 the *sanction of* the Local Government is required (388)	The amount of the annual grant (ordinary and special grants included) shall not exceed in the case of any school .— (*a*) the *income of the school* from tuition fees and private sources , (*b*) one half of the amount of the *annual tuitional expenditure*, (*c*) the difference between the annual expenditure and the	" Income from private sources " excludes grant made by *municipal board* (390—Note 1). " Tuitional *expenditure* " is defined in note 2 to rule 390. " Annual expenditure " may also include *contributions to a*

United Provinces —*contd.*	(*c*) for the reason given in (*c*) immediately above (399) No grant is made — (*a*) to any school which does not conform to the prescribed conditions for recognition, or to any school or department of a school which is declared to be unnecessary or unsuited to local requirements; (*b*) to any school the income of which from all sources is sufficient to maintain it in efficiency, (*c*) to any school which is conducted for private profit or which is farmed out by the *manager to the teachers*, *or* (*d*) *to* a primary English school (391 and 380)			(ii) The special grants which are admissible *in place of, or in addition to*, the ordinary grant are given in the following circumstances — (*a*) A preliminary grant may be given for one year in aid of the maintenance of a school not hitherto borne on the grant in aid list Such grant does not as a rule exceed one half of sum required to supplement fee income in order to meet tuitional charges for the year, (*b*) in addition to, or in place of, the ordinary grant, a special grant may be allowed to a high school in which the department considers that an instructive staff of special qualifications is required, provided that such a grant shall not be given for more than five years without fresh consideration and sanction, (*c*) a special additional grant may be allowed to any school in a poor backward locality in which the local contributions are not sufficient with the fees and the ordinary grant to meet the necessary tuitional expenditure. Such grant is made for one year only but may be renewed annually, (*d*) a special additional grant not exceeding one fifth of the salary may be allowed to an aided school for every trained teacher employed	

Province.	ystem of grant.		uipment grant.	Maintenance grant.	Remarks.
United Provinces —*contd.*				(*e*) a special additional grant may be allowed for a girl who is being taught in one of the regular standards and is also being trained as a teacher, provided the instruction in the training class is being given by a properly trained teacher. [404 and 405 (*e*).]	
Punjab . .	Aid is given in the form of maintenance grants, and grants for building or appliances (45). Maintenance grants are of the following kinds (46):— (*a*) Block grants, for attendance, instruction, etc., (*b*) Staff grants, (*c*) Boarding-house grants, (*d*) Special grants, all of which may be earned in the same school. Grants may be paid monthly or, if so desired, quarterly, half-yearly or yearly. (66). If through misadventure for which the manager is not to blame, the grant earned falls greatly below the average grant of previous years, it may be raised to a sum not exceeding the grant of the previous year or the average grant of three previous years (68).	Ordinarily not exceeding one half of the total cost (81).	Ordinarily not exceeding one half of the total cost (81).	(*i*) *Block grant.*—This is calculated separately for each department in a school and is based on the average attendance for the preceding three years and upon the state of efficiency as disclosed at the annual inspection of the school. Those classified as "generally satisfactory" receive the maximum rate of grant and those marked "fairly satisfactory" 75 per cent. Rates below 75 per cent. can be awarded when the retention of the school on the grant-in-aid list is in question. In a case of exceptional merit 25 per cent. can be added to the full rate. The maximum rates per pupil in average attendance in an anglo-vernacular school are:— Rs. A. P. (*a*) in lower primary department . 2 0 0 (*b*) in upper primary department . 8 0 0 (*c*) in middle department . . 16 0 0	When teachers in schools maintained by missions and charitable societies render gratuitous services or are paid out of proportion to the services rendered by them, their services are valued at the rates obtaining in schools of a similar class under public management, regard being paid to the time they devote to secular instruction; and the staff grant is given at the rate of one-third of the estimated value of such services (62).

Punjab—*contd*	Grants may be reduced, suspended, or withdrawn if the general discipline, organisation, or method of instruction is unsatisfactory or for any other serious reason provided that in every such instance, an enquiry, at which the manager shall be allowed a full opportunity of explanation, shall be made (70) The prescribed rates of grant may be *reduced or raised to suit the special conditions of backward and progressive districts, respectively* (71) No grant is made *in respect of a school* the income of which from fees and endowments is sufficient to maintain it in efficiency, and which needs no further development to meet the wants of the locality (53)			The *rates for girls'* schools are for the present double the above rates (58, 59, 60) (ii) *Staff grants*—For certificated teachers and monitors who have passed the middle standard and have *not (in* the case of boys) completed their 19th year are admissible at the rate of one-third of the salary paid subject to the proviso mentioned (articles 61 and 63.) (iii) Boarding house grants are made *subject* to a minimum average attendance the respectability of the locality *and the satisfactory* condition of the boarding house in respect of sanitation, *accommodation*, supervision, etc (65) The *total grant to a school for maintenance* including *all* aid *from public* revenues towards expenditure on tuition must not exceed three quarters of the excess of the expenditure on tuition over the income from tuition fees (64)	
Burma . .	The general conditions of aid are — (1) suitability of buildings and *sufficiency* of accommodation and equipment, (2) competency of staff (3) that the fees are in accordance with approved rates and realize, together with voluntary contributions a fitting proportion to the total expenditure (4) *proper management* and organization,	Not exceeding half the cost [122 (ii)]. *Limits* of sanction —up to Rs 1,000 by director, and *above that sum* by the Local Government (123)	Not exceeding half the cost [122 (ii)]	(i) *Ordinary grants* are calculated on the difference between the income and ex*penditure of an* institution Income includes — (*a*) actual total receipts from fees provided fee rates *are not below* prescribed scale and that no undue remissions or arrears are permitted, (*b*) results grants on technical subjects, (*c*) half salary grants, temporarily reduced to ⅔,	Managers who do not desire a grant in aid may have their institutions registered provided they consent to conform generally to the department rules, to submit to inspection and to furnish the necessary returns when required (112)

Province.	System of grant.	Building grant.	Equipment grant.	Maintenance grant.	Remarks.
Burma—*contd.*	(5) *that the institution supplies* local want; (6) that the institution, together with its records, be open to inspection and examination by any officer of the department appointed for the purpose, and that it furnish all such information as may be required by such officer (95 to 98); (7) a minimum of 400 school meetings of not less than 2 hours each (107 and 108). Schools in which less than one-third of the pupils on the average daily attendance roll pass under the respective standards are considered inefficient and are liable to be struck off the grant-in-aid register (102). Remission or reduction of fees is permissible in the case of orphans and children of poor parents up to a maximum of 10 per cent. of the average daily attendance. In the case of girls' schools the director of public instruction may, on sufficient cause, relax the conditions of fee payments (105). In Karen schools contributions by the Karen community may be accepted in lieu of fees (106). If through misadventure for which the manager is not to blame, a			(*d*) subscriptions; (*e*) grants from missions for day schools (118 and 119). (ii) *Boarding grants.*—For each pupil supplied with board and lodging on the school premises a boarding grant of Rs. 3 *per annum* is admissible. The hostel or boarding quarters must provide adequate and suitable accommodation for a definite number of boarders and must be under complete and regular supervision. Quarters for girls and boys must be separate (121). (iii) *Salary grants* temporarily reduced to three-eighths subject in each case to a maximum limit of Rs. 150 per mensem are given on account of approved certificated full-time teachers. All salaries must be paid in cash: board and lodging are not accepted as equivalent (126 and 127). The pay prescribed for certificated teachers ranges from Rs. 50 in an anglo-vernacular primary school to Rs. 300 in a high school (128). The number of salary grants attached to each school is determined on the following considerations:—budget allotment available; ability of managers to contribute their share and merits and circumstances of the individual school (130). Allowances at three-eighths of Rs. 80, 40 and 20 are given to headmasters of high, middle and anglo-vernacular primary schools, in addition to the	In institutions in which the staff receives no fixed salaries the cost of it shall be calculated with reference to local circumstances and the teachers' qualifications. The salaries of certificated teachers and such proportion of the salaries of uncertificated teachers as the director of public instruction may approve will be allowed to count toward expenditure (117).

Burma—*contd*	school s grant falls greatly below the average of previous years' grants, a sum not exceeding two-thirds of the grant of the previous year may with the sanction of government be paid (109) The following is the extent and nature of the aid obtainable — (i) Ordinary grants calculated on the difference between the income and expenditure of a school. (ii) Boarding grants for pupils supplied with board and lodging on the school premises (iii) *Special grants to supplement* private expenditure on building, land, school furniture and equipment. (iv) Salary grants to certificated teachers. (v) Fixed grants to institutions of recognised efficiency and permanent character (vi) Results grants on technical subjects. (vii) Extra grants (114) In no case is the total of the ordinary and salary grants and the results grant on technical subjects to an institution permitted to exceed the sum contributed from other sources (115) subject to this proviso the maximum sum that an institution may draw shall be the sum required to meet that part of the		ordinary salary grants, provided the school gives five eighths of those amounts (131) In any *non vernacular public* school above the lower primary grade a half salary grant temporarily reduced to three-eighths to a maximum limit of Rs. 50 per mensem is admissible on account of a special teacher fully qualified in any of the recognised technical subjects which includes such subjects as *drawing*, manual training short-hand and type-writing music, cookery, and domestic economy, and needlework and dressmaking Salary grants are not ordinarily given in addition to results grants (146) (iv) *Fixed grants* are given to institutions of recognised efficiency and permanent character [114 (*v*)]. They are calculated in first instance on average grants (ordinary, half salary, extra and boarding) earned during previous three years (138) and are tenable for five years at a time subject to progress and observance of departmental rules (139) They are liable to be increased or diminished according to condition of institution as judged by results of examination average attendance and contributions to direct expenditure from private sources (140) (v) *Results grants* for technical subjects taken in ordinary schools are payable on the results of annual government examinations at the rates prescribed in rule 150 (vi) *Extra grants* are payable at the rate of annas 8 in standards I to III and of Re. 1 in standards IV to VII per head

Province.	System of grant.	Building grant.	Equipment grant.	Maintenance grant.	REMARKS.
Burma—*concld.*	current expenditure, other than that for boarding establishments, which will not be covered by fees, endowments, grants from missionary bodies and miscellaneous sources (116). The current expenditure shall be taken to be the yearly cost of teaching staff (inclusive of principal) with an addition not exceeding 10 per cent. of the above for supervision and sundry charges. If the principal draws a half-salary grant as a full-time teacher, the amount of the allotment of 10 per cent. is reduced by the amount of the half-salary grant (117).			of pupil satisfying the inspector in drill and gymnastics (for boys) and in calisthenics (for girls), provided that in each case a pass has been obtained in the compulsory subjects of the standard (152). Extra grants, at the rates mentioned in rule 154, are payable on pupils of the following classes who duly pass the promotion examination of their standards :— (*i*) girls in anglo-vernacular schools ; (*ii*) pupils of specified backward races in certain localities (153).	
Central Provinces	Object and conditions of grant. 1. Special grants may be given to managers of recognized schools in aid of erecting, purchasing, enlarging or re-building school buildings and hostels, or for the provision of play grounds, gymnasia, workshops, laboratories. 2. Applications for such grants will as a rule be considered according to priority of receipt, but the department reserves the full right of disposing of them according to financial or other exigencies. 3. No grant will be given towards repairs of buildings, unless such repairs involve structural alterations equivalent to re-building.	The maximum building grant shall be one-third of the total expenditure and no grant shall be less than Rs. 100. It is not to be assumed that the maximum grant will invariably be given. The circumstances of each case will be considered and the amount fixed accordingly. When the amount of the grant applied for does not exceed Rs. 500, the inspector will forward the application with his recommendation to the director of public instruction through the deputy commissioner. The director of public instruction is em-	Special grants will also be made towards the purchase of school appliances, furniture, laboratory or workshop equipment, libraries, gymnastic apparatus, etc. The maximum limit of such grants shall be half the expenditure and no grant of less than Rs. 50 shall be made. The amount awarded in each case shall be fixed at the discretion of the sanctioning authority. All applications for such grants should be made to the inspector of schools of the circle, who will forward them with his recommendation to the director of public in-	The government grant shall in no case exceed half of the income or one-third of the expenditure of the school (whichever is less) during the previous official year. If the amount does not exceed Rs. 1,200 per annum the director of public instruction may sanction it on his own authority. If it exceeds Rs. 1,200 per annum he shall apply for the sanction of the Local Administration. The amount of grant sanctioned together with the date from which payment will be made shall thereafter be communicated to the managers. This date will depend upon financial circumstances. Subject to the limit set forth in rule 4 the amount of grant awarded shall be deter-	

Central Provinces —*contd*	4 The *sanctioning* authority shall, if it appears expedient, refer the plans and estimate to the Public *Works department* for scrutiny, and the managers shall carry out such alterations in them as that department may *consider necessary before* sanction is accorded to a grant. 5 *Before* a building grant is sanctioned the managers must satisfy the sanctioning authority (1) of their ability *to defray* the share of the expenditure falling on them (2) that the building is intended for and will be *devoted to educational* purposes and in part to secular education, (3) that their title to the site on which the building *is to be erected* is in good order 6 No steps shall be taken in carrying out the work on which a grant is *applied for before* sanction has been communicated to the managers. 7 *Where* either government or a local body grants a building site it shall be competent for the *sanctioning authority to* reckon the value of the site, either as part of the grant or as addition to it 8 In cases where the work has been carried out under the charge of a *divisional* local fund engineer the certificate of that officer will be accepted 9 *Before* payment of the grant of any portion thereof the managers shall execute, if the grant is *less than Rs. 500, a form of* agreement, or, if it exceeds Rs 500, a trust deed 1 *Annual grants* in aid are made from provincial funds for aiding and improving	powered to sanction such grants on his own authority When the amount exceeds Rs. 500 the inspector shall forward the application to the director of public *instruction* through the deputy commissioner, and the commissioner of the *division*, and the director of public instruction will apply for the sanction of *the Local* Administration.	struction *If* the *sum applied* for does not exceed, Rs. 200 the director of public instruction *will sanction* the grant on his own authority If it exceeds Rs 200 he shall apply *for the sanction* of the Local Administration Sanction, when accorded shall be communicated to the managers *Payment of* grant will depend on financial considerations and will generally be made *according* to priority of application No payment will be made unless the purchase *of the* articles has actually been completed, and is substantiated by vouchers to *the satisfaction* of the director of public instruction.	mined by the efficiency of the school under these heads — (1) Building and equipment (2) Attendance and *regularity* of attendance (3) Adequacy and *qualifications* of teaching staff (4) Range and quality of mental, moral and physical education imparted (5) Discipline and conduct of pupils. The grant thus assessed *will ordinarily* be *continued* as a fixed grant from year to year subject to the limits of rule 4 and provided that the conditions *prescribed in rule* 2 are maintained and that efficiency as determined by rule 6 does not deteriorate If the receipts in any *year from* all sources exceed the total expenditure, the saving shall be freely expended in the following *year or placed in a reserve* fund otherwise the grant will be reduced proportionately *Reassessment* of a grant will be made on the application of the managers provided that the department is *satisfied that owing* to increased expenditure on their part the existing grant is inadequate, and that there are funds at *its disposal to meet* the demand But such reassessment shall not be made at intervals of less than five years The grant will be reduced or withdrawn by the department, after reasonable *warning has been given* to the managers, if it is found that the conditions	

Province.	System of grant.	Building grant.	Equipment grant.	Maintenance grant.	Remarks.
Central Provinces —contd.	secular education. They are administered by the department of public instruction hereinafter called the department in accordance with the rule of this code. 2. The conditions on which grants-in-aid are made, are as follows:— (*i*) That the school supplies a want in the locality and does not enter into competition with any existing recognised school; that the school premises are in a healthy situation, are well lighted and ventilated, and contain sufficient accommodation, furniture and appliances for the instruction of the pupils; that due provision is made for physical instruction and recreation; that the arrangements for registering admission, attendance and age of pupils, for management, keeping accounts of income and expenditure, and the general administration of the school are in accordance with the requirements of the department; that the discipline and behaviour of the pupils are satisfactory, and that all returns, certificates, etc., issued by the managers of the staff are trustworthy. (*ii*) That the department is satisfied with the constitution of the			of the code are not being kept or that efficiency under the head enumerated in rule 5 has deteriorated.	

managing body and the stability, financial and otherwise, of the institution.

(iii) That the school shall be open to inspection or examination by the department at all times, and that the manager shall supply all such returns or information and maintain such registers, accounts, etc., as the department may from time to time require and that these accounts, registers, etc., shall be open to scrutiny by the department at any time.

(iv) That the principles and system of school management, and the curricula prescribed by the Local Administration for the use of schools are followed and that no books are used as text-books, prize or library books, save those sanctioned by the Administration.

(v) That the managers undertake in writing to ensure, and to thereafter enforce the observance by teachers and pupils of the orders contained in appendix F of the manual.

(vi) That the staff employed is sufficient, of good character, and possesses the requisite educational and professional qualifications to carry out efficiently the work of the school, and that the department shall have the power to enforce the dismissal of any master employed in the school.

Province.	System of grant.	Building grant.	Equipment grant.	Maintenance grant.	Remarks.
Central Provinces —*concld.*	(*vii*) That the fees charged are not less, and the percentage of the free students not greater than those prescribed by the administration. 3. Every aided school shall be inspected once in each official year for the purpose of the award of the grant-in-aid.				
Assam . .	The Local Government has not yet issued a provincial code and the absence of such a code has not caused any serious inconvenience. The general principles of the Bengal rules regarding recurring grants are still regarded as applicable, and they may continue to be so applied until a favourable opportunity occurs for the preparation of a local code. There are special rules for middle schools, and the system of capitation grant obtains. New rules have been framed as regards capital grants. Grants are ordinarily sanctioned for a term of five years and are reducible on renewal when this can be done without serious loss of efficiency.	Either land is given on lease at a nominal rent or a money grant is made not exceeding double the sum provided from private sources or both concessions are given (Section I, rules 3, 4, 7 (4), and 11 of revised rules). The director can sanction if the grant does not exceed Rs. 5,000 (Section I, Rule 8).*	Not to exceed two-thirds of total cost. (Section II, rules 1 and 3 of revised rules). Subject to budget provision sanction lies with the director (Section II, rule 2).	The power of sanctioning recurring grants has been made over to the inspectors of schools. But they are bound to consult executive officers and provision is made for a reference to the director of public instruction in the event of a difference of opinion. The inspectors of schools are of course limited to their budget grants, and these are settled annually in advance at a conference over which the director of public instruction presides and at which the question of modifying the aided lists by additions or otherwise is decided. Emergent cases which have not been so provided for have to be submitted for the orders of the director of public instruction. It will appear, therefore, that the control still remains in the hands of the director.	* Eastern Bengal and Assam Education A Proceedings, May 1908, nos. 1-9.

APPENDIX XIII

MONOGRAPH BY MR F W MARRS, ACTING EDUCATIONAL INSPECTOR IN SIND, ON ANGLO VERNACULAR BOYS' SCHOOLS IN BOMBAY.

I doubt whether there is anything to be gained from an attempt to distinguish among schools in Bombay, the Northern division and Sind There are minor differences but the main characteristics are similar In all three places there are fairly efficient schools, indifferent schools and very bad schools I propose to begin by describing a school of bad, but not unfamiliar, type in the mofussil, one whose manager will feel aggrieved if it does not receive a grant, and if from time to time, it is not recommended by the inspector for an extended scope of work The school is approached by a narrow lane leading from a noisy congested road in the bazar The entrance is by a door between two shops opening on to a very steep staircase which one climbs with the aid of a rope emerging through a hole in the floor to a class room

Here are seated 30 or 40 boys on backless benches without writing desks Each boy has on his knees an enormous pile of books, which he grips with his hands and he huddles himself up against them for support, when not writing A black board, a small cupboard, the master s chair and table complete the equipment The room may be large enough to afford each boy the requisite number of cubic feet of air, but it is close, on account of the surrounding buildings even in cold weather, and noisy through the traffic in the streets No attempt has been made to relieve the deadening monotony of the white washed walls by pictures, charts or specimens of work The room is dingy depressing and enervating

The class is standard I, the lowest standard in an anglo vernacular school and it is well advanced in the work of the second term An arithmetic lesson is in progress The teacher, a mere boy who was himself at school last year, is dictating an example in English which the boys take down He then translates the English into the vernacular and leaves his pupils to work It is instructive to observe them while writing In their hands they have pencils of all shapes and sizes, and they are busy dotting down figures in note books of many patterns some with lines, some without lines some with good paper, some with bad some with margins, some without, all disgracefully untidy and all supported on piles of books or on the knees of each boy who sits with head bent, chest contracted and round shoulders Pick up a book and look at it At the top of the page is a line with a broad space above for the heading The heading is written, but not on the line, and not infrequently is something after this fashion Arithmetic —The example is, say what is the simple interest on £200 for 2 years at 3 per cent ? It appears thus what the simple interest on 200 for 2 at 3 per cent ? When the class is dismissed, ask the teacher how long it has been doing examples in interest He answers, for 3 or 4 months Ask him why nearly every boy is unable to spell the word 'interest', he replies that he has told them how it is spelt Ask why he does not insist on correctness, why the lines ruled for guidance are ignored, except by those who seem to think that English is written below the line, like Marathi , why the very formation of some English letters is not known by certain boys, he murmurs that he has no time to examine all the books and check mistakes Ask him why he did not first teach every boy the correct spelling of interest and per cent , he says he could not finish the course if he wasted time in that way at the beginning Look at the black board and enquire whether he could not write the example there, he says he does sometimes but forgot on this occasion Call for the copy books to see how writing has been taught and why malformations of English letters are still prevalent You will then find that boys who have been writing English in note books for months are doing pothooks and strokes in their copy books The explanation of this is that a neat copy book is to be prepared for the annual inspection and boys are not allowed to begin to write strokes or portions of letters in their copy books until they have been writing complete

letters and words elsewhere for some time. Ask if the strokes and pothooks are not intended for initial training; the reply is that he has only been in the school for two months, that he has never taught before and that his attention has never been drawn to such things by the headmaster.

Pages could be filled with pointing out defects that one would imagine to be obvious to any chance visitor with no special knowledge of method in education. It will suffice for the present purpose if we look at the 3rd standard for a few minutes. It is located on the ground floor in an adjoining building. Two sides of the room are opened to two lanes, one of these sides facing a noisy coffee shop, the other a house of questionable character. The boys are seated on plain benches, the room is without amenities of any kind. English is being taught. The object of the teaching is to impart a certain amount of information that will pay at the examination time. There is no indication of any conscious effort to train the pupils' faculties. Each boy has a reader, a dirty exercise book and a pencil with which he scribbles scraps of information at intervals with wild inaccuracy. Boys read, spell, translate, and take notes. The teacher stands in front of each one he questions and ignores the rest of the class which pays as much attention as it thinks fit. The idea of class management does not appear to have been conceived. The notes taken are not only untidy, but full of errors, which, later on, will be copied into a 'fair' book at home and thus perpetuated. This proceeding causes the teacher no misgiving. Ask a simple question in English and dead silence is the answer. The knowledge of English extends only to some crabbed lore relating to individual words and sentences in a text-book. These boys, it should be remembered, have been learning English for three years, the same boys who, under the tuition of nature, before they reached the age of two, acquired a new language successfully without strain to brain or body.

You look at the little new scholar with bright, eager, sensitive eyes and straight, plump, little body, and turn to the boys who have spent six long, dreary years in this school. Can it be a matter for surprise that you see lolling forms, round shoulders, narrow chests, and vacant, lustreless eyes, that when you question these pupils you find nothing known thoroughly, that they are full of undigested scraps of information of doubtful accuracy, and that they have no knowledge, no initiative, no perception, no grasp? Their education has been demoralising. It has taught them deceit and hypocrisy, for they are constantly persuading themselves and others that they know what they do not know; there is little reliance on self, save in the direction of cram and memorising, because the thinking faculty with which they were born has been stifled. The sense that demands orderliness and arrangement, and perceives the value of time has not been cultivated. Their interest, save for the highly spiced and probably deleterious, has vanished. Their moral and physical digestion is a wreck. It is more than probable that this school has on its time table periods marked out for moral and physical education, and it must, it is claimed, be judged thereby, and not by the appearance and character of its boys. The physical education is revealed, on enquiry, as a little drill, badly done and useless, and cricket played by perhaps 30 out of 200. Lack of a playground is the excuse for such neglect. There is no attempt to test the value of the physical education by observation of the development of the boy. The time table is followed, and that satisfies the teacher and the headmaster. The moral value of games is not understood. The one cricket team of which the school boasts cannot be trusted not to stone victorious opponents in a "shield" match. As for direct moral training, this item in the curriculum means another book to be parsed and analysed; a few moral maxims and a little information of a so-called moral nature are to atone for the whole demoralising atmosphere. Certificates are proudly shown of boys who have passed examinations in morals or religion. Examinations! And yet, "it is notorious that the application of the examination principle to religion—the attempt to estimate spiritual health and growth in terms of outward action—generates hypocrisy, or the pretence of being more virtuous and more religious than one really is." Seek for genuine attempt to cultivate the moral sense and there will be no period to your seeking. It would be matter for surprise, were it otherwise. [illegible] development is aimed at. The boy is not taught

an examination He drills because the department insists, not because he and his teacher believe in it He receives moral or religious education, because the public has begun dimly to feel that all is not well, and the clamour is hushed, for the moment, by a farce Cultivation of the moral sense through the manifold opportunities available has never been contemplated

It may well be asked now whether there is any discipline in such a school Look at the last inspection report—" discipline appears to be good " Look at the visitors' book—" discipline good " writes the Collector Spend a day in the school and you will, in all likelihood, say the same The boys sit quietly, they respond to ordinary class orders with apparent willingness, if slowly and awkwardly The discipline of this type of school is a fruitful subject, well worth a little thought That appearances are curiously and profoundly deceptive, I am convinced, the deception being due to the Indian boys' natural aptitude for sitting still The grounds of my conviction are these —

(a) Boys do not do what they do not want to do, in work, play or general conduct

This may be attributed partly to weak control, partly to failure of the teacher in observation of omissions in regard to work and manners, and partly to the uninteresting lessons and the scarcity of teachers who can secure co operation or even notice that it is missing

(b) The boys themselves, and not their parents, frequently decide what school they shall attend

This opens the door to more than one abuse At the end of the year a boy proves himself to be incapable of following the work of his class He demands promotion and probably gets it, by a threat to leave He is pitch forked into a class, the work of which is above him, any lucidity of thought he may hitherto have retained vanishes The manager is between the devil and the deep sea If he does not propitiate his boys, he loses them, and his character is impugned in anonymous or pseudonymous letters, if he promotes too many unfit boys, he incurs the wrath of the inspector This systematic and often underhand propitiation of boys extends to many departments of school life and is attended by a train of evils The boys become the real masters, not the teachers As they thrust themselves up the school, their healthy instincts atrophy, they grow vain, they throw over traditional restraints and replace them by no obligations, no healthy pursuits or recreations, they learn to seek their ends through intrigue, and if all of them do not become unpleasant and unhealthy specimens of their race, with the shallow, critical attitude that comes of petulance, arrogance, and incapacity, and that with assistance of a partisan press, generates disloyalty, it is not the fault of the school

So much for destructive criticism There are excellent schools under private management, but the type described is far too common What then, it may reasonably be asked, is being done, and what can be done in the direction of improvement? Among numerous reforms which have been effected in government high schools and followed or even anticipated occasionally in a few aided schools may be mentioned, in addition to a completely revised curriculum, the provision of hygienic furniture, greater attention to physical education, the extension of hostels, efforts to secure the co operation of parents, the training of teachers, new text books in geography, history and morals, the provision of suitable libraries, the encouragement of a taste for literature, lectures on travels and general subjects, with the aid of a lantern, and the teaching of the responsibilities of citizenship A very genuine difficulty, however, experienced by aided schools in towns is that of securing playing fields within a reasonable distance The expense is usually beyond the means of even endowed schools, and the want in many cases can only be met by the aid of the municipal bodies who should endeavour to provide large common recreation grounds for school children and others There are also a number of towns where the department might not find it impossible to force a migration from rented buildings in congested centres to healthier areas where playing fields might be secured This step is all the more necessary when, as sometimes happens, hostels are attached to the schools A further reform that is required is not so much a material

reform as a change in attitude. In spite of the advance in regard to physical education during the quinquennium, much remains to be done and thoroughly satisfactory progress will depend upon a more complete understanding of the value of physical education. There are many managers of schools who require to realise the lesson contained in the following lines:—

"It is as yet hardly recognised that the physical is the basis upon which all mental education must be founded. Not only is the child who is unfit physically likely also to be below the average in mental acquirements, but the actual development of the brain is largely influenced and promoted by means of the motor activities. Physical training has a double effect, a physical effect on the body and an educational or mental effect on the mind. The physical effect includes the influence on the general physique and nutrition of the body, on the prevention or correction of faulty action or attitude of the body, or of any part of it, and on the development of the neuro-muscular system. The educational effect includes the acquirement of habits of discipline, obedience, ready response and self control. Moreover, since the effectiveness of what is done often depends upon the combined efforts and co-operation of a number of individuals, physical training plays an important part in producing and fostering a healthy public spirit." A fuller realisation of these factors would revolutionise many of the aided and recognised schools, and be the means of providing the State with more useful members of society. A word too may be said about medical inspection. With a few honourable exceptions, in no school is there a scheme for a systematic medical inspection of pupils. In England it has been recognised as being of vital importance and must eventually receive attention in India. A moment's reflection will show what immense good can be done by the detection and prevention of vicious tendencies, by care of the eyes, and by precautions against fevers, and there are many other opportunities for useful action.

The notion that a teacher is born, not made, is not yet dead. Whatever may be argued in its favour in other countries cannot, I urge, be applied to India. Very few people whose opinions carry weight are likely to maintain that the Indian teacher does not need training and does not repay training. So many untrained Indian teachers are apt to fail in initiative and observation. They proceed on traditional lines without misgiving, and their eyes are not open to absurdities. They rarely ask themselves why they have adopted particular methods, and whether their methods are the best that are feasible. If training will only disturb their complacent acceptance of trite abuses, it will be worth while. The training-college for secondary teachers, which has now been in existence for several years, has, beyond question, done much good, but, with its very limited number of pupils, its influence has not yet been felt as much as one could wish, beyond the government high schools. The college should count its students by hundreds and not by tens. Then methods capable of rapidly improving secondary education would replace the slow percolation of ideas. For example, a commonsense method of teaching English is a subject of instruction in the college and it may be expected to give in three or four years a command of English which was not usually acquired in twice the time by the deplorably bad methods that obtained in the past. It would be true economy for the State to hasten the spread of this method.

The question may present itself at this stage, "why were the teachers not put on right lines before by the headmasters and inspectors?" The answer is that the headmasters are not infrequently as ignorant as their assistants and a busy inspector with multifarious duties, of which actual inspection forms only a minor part, cannot spend the time required in one school. If it is retorted that the lines could at least be indicated, then the reply in all probability is that they were. The difficulty is that the teachers are always changing. A crying evil of the aided schools is the large proportion of the staff which is composed of new young men from the schools and the university. So few of these stay long because their prospects are poor and their position does not secure them public recognition or respect. A more widespread realisation of the value of professional qualifications on the part of the public—a realisation that must come—coupled with a fuller consciousness on the part of the teachers of the interest and dignity of their [illegible] them in public esteem. Teaching would, in a greater

degree become recognised as a profession worthy of the attention of men of capacity and energy and though it can never confer wealth it ought to mean a competency for the deserving together with security of tenure and some provision for old age Provident funds and increased salaries however mean money and the managers of schools ask where it is to come from The department recently suggested the raising of fees and the suggestion was carried in the face of much opposition If money still falls short and government does not see its way to adding to its very liberal contributions there are two solutions the further raising of fees or the insistence on some endowment In England an assured income apart from grant is usually a condition of grant It should not be forgotten that the market is overstocked with the product of high schools that secondary education if good is expensive to provide and if bad may be very harmful Private venture schools with no resources of their own have been known to prove an evil With the present enhanced rate of fees a boy can still get a 7 years course of instruction in a secondary school for Rs 210 Generous men of wealth would find a very worthy object of philanthropy which would deserve the gratitude of government and people alike if they provided schools with a satisfactory endowment

A new code has been issued and a new curriculum which are a distinct advance upon those which were in force before

I should like to draw attention to one sentence in schedule D of the new code schools wishing to introduce experimental courses in any subject should obtain the assent of the department in advance It may not seem and may not be intended to be important at present but it is an augury of possible good Its full significance needs some explanation Hitherto the matriculation has dominated most of the schools and with few exceptions any idea of training for the sake of development or of encouraging a boy to follow any marked bent or predilection has failed to bear fruit Success in the matriculation examination has been one of the chief aims and that meant certain subjects only done in a certain way also one type of school only schools being distinguished among themselves by the number of standards taught One of the results has been that far too many of the boys turned out were in search of the same kind of employment It is thus clear why it is sometimes possible to engage a matriculate on lower wages than an unskilled labourer can earn The overwhelming power of the matriculation examination has now been crippled The subjects necessary for the school final examination are few and the examination is of such a type that it can be passed by boys who have taken in addition a special line and who have been trained by teachers with some originality Some attempt has been made to combat the evil that can never be wholly divorced from a prescribed syllabus and examination papers for a syllabus and an examination must always be based on an estimate of the average capacity There ought to be schools which rise superior to such a standard and which can venture upon differentiation

Teachers can now try to plan a better course of instruction in confidence that it will be approved if better The method of examining for the school final examination is such that success is not assured only to those who allow examiners to dictate how each subject is to be taught The teacher can work with an aim of his own and if these new opportunities create a body of teachers who will think an aim necessary who will reflect on the ideal of manhood they should try to produce who will look upon the cultivation of the reasoning power as of greater importance than the temporary retention of crude information who will consider the child s life as a whole feeling that to them is entrusted the duty of helping him to grow morally physically and intellectually who will provide for him after due reflection upon his tastes and environment and leave the examination to take care of itself then true progress will be made There are departmental rules departmental instructions and helpful books in plenty For the present the great need of Indian schools apart from the financial question is a new spirit a new interpretation of the word 'education and a new attitude towards it on the part of teachers and parents which will eventually lead to a new outlook upon life for the pupils

APPENDIX XIV.

MONOGRAPH BY MR. M. CROSSE, M.A., INSPECTOR OF SCHOOLS, LAHORE DIVISION, ON THE "DIRECT METHOD" OF TEACHING ENGLISH.

The direct method of teaching languages, which has taken such a firm hold in Europe, has evidently come to stay in India. It seems to have been formally introduced into Bengal, Madras, Bombay and into the Lahore division of the Punjab, about the same time, *viz.*, 1908. Mr. Nelson Fraser of Bombay, Mr. Tipping of Bengal, Messrs. Yates and Srinivasa Aiyengar of Madras have all brought out books on the method, and I have also published a couple of teachers' hand-books on conversation in particular and on the method in general. The latest and perhaps the most notable book on the subject produced in India is the "Direct Teaching of English in Indian Schools" by Mr. Wren of Bombay. I made attempts as early as 1903 to introduce the method and distributed typed notes of some thirty to forty lessons, but for a variety of reasons I had but little success. In 1904, however, Miss Stratford used these lessons with great success when teaching an Indian boy, and so I felt more assured that I was on the right path. I realised, however, that so long as the old text-books and the old upper primary examination continued in force, there would never be any real success. With a change in text-books I made a fresh effort, and in 1908 printed the two handbooks containing notes of lessons for teachers, and in 1909 definitely enforced the method in my division. The other inspectors have gradually followed suit, and I believe that the method is now being insisted on more or less all through the province. The method has taken hold on teachers, pupils and parents, and I never hear anything but satisfaction expressed now, whereas at the start parents loudly complained that their boys were being given no reading to do, and later on no translation exercises to write, and teachers complained that they could not do without translation and that in the Entrance boys would fail.

The method, too, apart from the very marked improvement it has brought about in the linguistic attainments of the boys, has had the effect of making dull teachers lively, and lifeless and dull classes keen and bright. I have been astonished how readily untrained men—usually "Entrance passed"—have developed into good teachers, and how successful they have become after a little instruction from me and regular supervision from headmasters. Another point too, deserving of mention, is that boys trained on this method have no shyness in trying to express themselves. They have learnt by speaking and not by reading and translation, and so have come to think that to speak is the natural thing to do. Lastly, the practical result of the method is already this that boys who leave school after the fifth primary class, if they have been well taught, have a commercial knowledge of English, in that they can speak with some readiness, can understand what is said and can write simply.

Having given this preliminary survey and having pointed out the practical effects of the method, it may not be out of place for me to indicate the manner of its development. Believing that the method meant first the cultivation of speech, and secondly the power of written expression, with reading and grammar of secondary importance, I devoted myself in 1908-09 to teaching masters how to give conversation lessons on things in the classroom and school. In 1909-10 I taught them how to use the readers and their pictures for more extended conversation. When I found that they had grasped the principles I taught them how to gradually train their pupils from the fourth primary upwards to supplement oral with written composition. Last year and this I have been instructing them how to teach

grammar practically First, then, comes speaking, and at the beginning all work has to be centred on it At first, say for two years, reading must necessarily drag behind owing to the difficulties caused by the irregularities of the English alphabet, by the complexity of the language found in books, and by the necessity of striving for fluent and intelligent reading with accurate pronunciation to say nothing of the learning of spelling So while speech can rapidly stride forward, reading must necessarily go much more slowly, and for this reason I am afraid lest we get on the wrong track I see some danger of this if we mistakenly try to
even terms, as seems to be attempted in some of
primers based on the Look and Say' method
great strain on the memory and often leads to confusion is anything but the one and only way adopted in teaching English children, and if not the one and only way for them it is not reasonable to claim it as such for others What to me seems far more rational is to let reading follow speaking on natural lines and not to unequally yoke them together, and in teaching the former to have a mixture of the Phonic and Look and Say methods, the former being used for regular and the latter for irregular words, for in this way we get methodical word building and good spelling, and the child is taught to reason for himself

In conclusion, I may say that thanks to the hard work of teachers and the co operation of headmasters, a great change has come over the English of most schools By the third middle class, boys are beginning to write reasonably accurate English, to understand the structure of a sentence by means of analysis and synthesis, and to grasp the functions of words, and all this without the mental strain of the dreary memorising of formal grammar We have by no means reached perfection or anything approaching it but there is such a steady advance that I look forward to the future with confidence I believe that with this method there will be a steady growth in the command of the English language that with this the main difficulties of our anglo vernacular pupils will disappear and that we shall get a much more intelligent and better educated boy by the time he leaves the fifth high class than is at present the case

APPENDIX XV.

PRIMARY EDUCATION IN PROVINCES.

Madras.

The great work of the quinquennium in elementary schools, says the director, has been to bring the schools gradually nearer to the ideal put forth in the scheme of studies described earlier in this review. Sir A. Bourne goes on to remark that it is not easy to estimate the results of all the activity that has taken place. " The inspectors are inclined in their reports to dwell upon the apathy or opposition of parents, the poor attendance at teachers' association meetings, the imperfect grasp of educational principles attained by schoolmasters, their want of initiative and resource in teaching. It is a sign of progress that things which were accepted as a matter of course ten years ago are now the subject of complaint and I have seen enough in my own tours to convince me that the progress in liberalising elementary education made since the old days of results grants has been considerable."

As to numbers, there are 4,313 upper primary and 19,731 lower primary schools against a total of 21,379 in 1906-07. Of these, 4,565 are under public and 19,479 under private management. The number of pupils has risen from 692,409 to 940,689. Direct expenditure has risen by 12¼ lakhs to Rs. 37,74,284 of which Rs. 11,07,726 is paid by government and Rs. 12,12,960 by local and municipal funds. Fees, subscriptions, etc., amount to about Rs. 14½ lakhs.

The number of schools having buildings of their own has increased by 2,000 or from 36 to 40 per cent. of the total number of schools. " The schools maintained by missionary bodies and local authorities are for the most part in their own buildings or in more or less suitable rented houses. Many teacher-manager schools are poorly accommodated; but there are some in reasonably good school houses belonging to the manager. This is noticeably so in Malabar. The people of a village will sometimes provide material or labour for building a school house; but this is an only too infrequent exercise of communal activity. A special grant was made by government in 1911-12 of Rs. 1,25,000 for the erection of school buildings by local boards for well-established schools. Except that Rs. 2,000 was stated as the anticipated approximate cost of each school house, the boards were left to determine the size and design of the buildings they would erect. Of the total allotment Rs. 57,909 was spent within the year. There is scope for enormous improvement in this matter of accommodation to which it is impossible to attach too much importance. Many schools possess no playground or garden." " The maintenance of a garden demands a well and a goat-proof wall or hedge. Many villages are insufficiently provided with wells for ordinary purposes and it is not surprising if in such the digging of a well for a school garden is not to be thought of. Walls are expensive and hedges difficult, if not impossible, to maintain and without them there is much ' free-grazing ' and little garden. We have no figures for gardens; but I fear that very little progress has been made in providing them although many of the teachers trained in the last few years are quite aware of their usefulness." " Furniture of the simplest kind," proceeds the report, " ought to suffice in a primary school, and one would suppose that for sitting purposes pupils should be content with a mat or board and for writing with a low desk adapted to a seat on the floor. It seems to have been thought, however, that a school must be as different from the home as possible and so it was at one time the fashion to provide schools with 18-inch high benches from which rows of small boys dangled their feet in an attitude wholly unnatural to them. The inspecting officers are doing their best to instil common sense notions and these high benches are being cut down into more suitable furniture. There are plenty of them left, but decided progress has been made. These observations apply to the better schools. The worse have never had any furniture beyond perhaps a stool for the teacher." In the better schools teaching appliances have improved. Books, maps and

relief maps are better and more numerous Small school museums clay for modelling apparatus for practical arithmetic are becoming common Appliances are however of little use says the director if the school is held in a dark cow shed

Bombay

Notwithstanding the devastations of plague and (in certain areas) of famine and flood primary education has made progress by the aid of govern ment grants These have been utilised for opening new schools for raising the minima of the pay of the staff and for raising the pay of trained teachers to something more like the rates stated in the code The subsidies have risen from 13½ lakhs of rupees in 1906 07 to 20½ lakhs in 1911 12

The majority of the schools are under the management of boards and municipalities and these institutions now number 6 969 with 428 609 pupils against 5 586 with 326 434 pupils in 1906 07 There are also 2 464 schools maintained by native States 2 035 aided and 130 unaided institutions which with 11 managed by government brings the total up to 11 609 with 672 391 pupils—an average of nearly 58 pupils per school The total cost is 50 lakhs of ontributes 21 lakhs local and municipal fun private contribution each rather less than 4½ l lakhs

Many of the board schools have no buildings of their own though the number of those which have such buildings increased during the period In the Central division of the presidency out of 2 404 board schools only 747 have been provided with houses a few are held in rented buildings and the majority in rent free buildings etc The inspector of that division Rao Bahadur Godbole remarks that the problem of cheap school house has not yet been satisfactorily solved Ordinary houses are unsuitable for the pur pose and another inspector says the villagers provide rent-free houses grud gingly (especially for girls schools) and after a few years frequently demand illage meetings) ilgrims and tra houses of coun d inside with a Belgium pattern roof roughly squared rafters and shuttered windows These houses should be erected only after the stability of the institution has been tested Referring to the type building for the Gonda district (United Provinces) described and illustrated in *Educational Buildings in India* he believes it would be impossible to erect such a school for Rs 500 in Bombay Mr Prior also says that equipment leaves much to be desired and much of what is spent on it is wasted It has become the fashion in all big schools to provide benches generally far too high and without any back rest because it is thought to add to the dignity of the scholars Of course he goes on if thoroughly hygienic benches could be supplied in suitable sizes there could be no objection to boys in vernacular schools using them except that even then they *must* sit on the ground to write I may say however that I am firmly convinced that for Indian children used from babyhood to sitting on the floor there is absolutely no objection to their continuing the habit even till they leave the highest standard in the vernacular school The money so spent could be much more profitably used in buying and renewing wall charts maps pictures specimens for school museums books for libraries and so on

Bengal

Bengal is the home of privately managed primary schools These insti tutions are scattered thickly over the land—one to every 3 4 square miles Two or three schools sometimes co-exist in one village The problem is the teacher The difficulty of this may be judged from the facts that 9 707 teacher

The number of primary schools has increased from 33 954 to 36 334 Of these 3 396 are upper and 32 938 are lower primary Pupils have increased

from 953,455 to 1,124,509. If the number reading in primary classes of secondary schools be added in, the total for 1911-12 comes to 1,231,824. The number of aided schools is 27,474; of unaided 8,425. The expenditure has risen from 25½ lakhs to nearly 30 lakhs. The contribution from public funds is 30·4 per cent., from fees 55·0 per cent., and from subscriptions, etc., 14·6 per cent. It is noticeable that in the quinquennium the proportion borne by public funds has fallen by 4·7 per cent., that borne by fees, contributions, etc., has risen by 4·8 per cent. of the total. The total cost including indirect expenditure (such as buildings, scholarships and inspection) was nearly Rs. 59,40,000.

There are 358 middle vernacular schools with 24,152 pupils against 409 schools with 24,350 pupils. While this class of institutions declined by fifty-one, 135 new middle English schools were established during the quinquennium. This seems to indicate that middle vernacular schools are not popular. The total cost of middle vernacular schools has fallen from Rs. 2·12 lakhs to Rs. 1·89 lakhs. About ¾ lakh is defrayed from public funds and the rest is met from fees, subscriptions, etc.

"The majority of primary schools," writes the inspector of Chhota Nagpur, "have no houses worthy of the name, and the teacher holds his classes in the village temple, in the verandah of some one who has in his house enough room to spare, or even in a cow-shed. Upper primary schools are somewhat better off in this respect, but it cannot be said even of them that they are comfortably or even conveniently housed." Things are not better in the towns. "Most of the primary schools," says the report from the Presidency division, "have no houses of their own; of those that have most are ill-housed. Urban schools, especially those in Calcutta, fare the worst in this respect, for rents and taxes weigh heavily on the slender resources of the teacher, who has perforce to be content with a small room ill-lighted and ill-ventilated, where the pupils are cramped for space and teaching. Discipline and the health of the pupils all suffer in consequence. Even where the model schools have been built, the difficulty of finding funds for their repairs detracts from their usefulness." The results of the expenditure of 5 lakhs in the closing year of the preceding quinquennium have not been satisfactory. The buildings erected are considered to have been unduly expensive—from Rs. 600 to Rs. 1,200—and the experiment is not regarded as sufficiently successful to warrant its extension on a large scale. The main difficulty is that of repairs. The only exception to this dismal state of things is found in certain districts of Orissa where building expenditure was concentrated on definite areas, and good houses have been provided with large playgrounds and gardens. The report does not give full information about the utilisation of the 1911 grant, save that equipment has been improved. As regards furniture, upper primary schools are fairly well provided. "As lower primary schools shift from place to place, they are said not to be able to afford furniture. There is no reason why both teachers and taught should not sit on the floor, and books and equipment are far more necessary than furniture."

United Provinces.

"Primary education," says the director, "has had to face a sea of troubles which has wrecked the weaker vessels. Successive waves of famine, plague, malaria and cholera swept remorselessly over them and they went down in batches. It must be admitted that some of them were too unseaworthy to weather any storm and were foredoomed to founder from the first. When better times returned there was nothing to do but to clear away the wreckage. The boards have learnt the lesson and they build for permanence now in response to genuine requirements. Despite these heavy losses the decrease in scholars caused thereby has been far more than made up, and the quinquennium concludes with about 60,000 primary scholars to the good. Apart from mere numbers there are other undeniable signs of progress. There are more upper primary schools, and the upper primary stages are somewhat better filled; attendance at school has been more regular even in the worst times of enrolment; and a sad experience has taught more careful administration. The standard of efficiency among the teachers has improved, and

the facilities for training them have been considerably increased Their salaries have thanks to a grant of Rs 25 000 from government at last reached the minimum prescribed but as in middle schools many have small prospect of rising much above it There has been a modest advance in building by the very gradual substitution of state for hired buildings and this like the increases in salaries has been stimulated by government grants

schools has fallen from 9 539 to 9 25 he set back in 1909 11 and the decli to 480 338 The management of the schools is mainly in the hands of boards and municipalities who maintain 5 392 institutions including 2 589 upper primary schools for boys Aided y 373 such of the upper now 52 Expenditure the quinquennium) has The bulk of this comes from district funds Fees aggregate only 1⅓ lakhs and though some boards have raised their fees in order to pay for extra teachers, the average annual amount paid by each pupil is only Re 0 3

Middle vernacular schools have risen in number from 340 to 375 An apparent fall in the number of pupils from 49 076 to 45 378 is due to the removal of the lower primary and preparatory classes The numbers n the rds have been Rs 2 5 0 per s 4 40 441

Buildings says Mr de la Fosse are divided as is well known into three kinds state buildings hired buildings and borrowed buildings or *chaupals* By universal consent the second and third classes of buildings are as a rule unsatisfactory Progress consists in gradually increasing the number of state buildings at the expense of the other two kinds During the quinquennium a good deal of work has been accomplished and the material surroundings of schools are much more satisfactory than they were Considering the demands made upon them for improving accommodation in vernacular secondary schools as well and their limited resources the boards have done creditably They have been assisted by government on two occasions first by the distribution of Rs 82 705 saved from the six lakh grant for buildings and furniture and secondly by a further grant of Rs 50 000 This grant was particularly welcome in districts where schools had been damaged and even washed away by flood The following accounts illustrate what has been accomplished during the five years and are no doubt fairly typical of other divisions for which figures are not available They also show how much lee way yet remains to be made up The inspector of Lucknow writes During the last four years 59 board school and 91 aided school buildings have been erected in addition to extensions and alterations made in many others Of the 717 board schools in the division 525 are now held in district board buildings 8 in rented buildings and 184 in borrowed houses There is still however a great deal to be done in each district in the matter of extending and improving the accommodation Of the 450 aided schools 51 are held in buildings of their own Constructed with the help of district boards grants three are held in rented houses and the remaining 396 in houses or rooms lent for the purpose The accommodation thus provided is in many cases very inferior and unsuitable The inspector of Benares has given a table which shows that 178 new buildings have been erected and 7 extensions made in his division at a total cost of Rs 1 34 658 of which Rs 90 934 was met by boards and Rs 43 724 by special grants He adds that 98 extensions and 90 new buildings are still urgently required In Rohilkhand 395 schools out of 599 are located in state buildings 67 in hired buildings and 137 in borrowed houses It is remarked of all of them that they are as a rule small and unsuitable Recently the boards have been required to draw up programmes of expansion and this among other reasons has directed attention to the need of a standard plan In the past great variety of opinion has been held about what a primary school building should be Amongst the reports this year one view favours a roof of grass thatching covered with corrugated

iron; whilst another points out that corrugated roofs are *inconvenient* in the hot months, leak badly at the joints in the rains, and are very cold in the winter months. Again, some favour *kutcha* buildings because they are cheap, while others prefer *pucka* buildings because they cost less in repairs. *Apropos* of this the inspector of Rohilkhand quotes the experience of Budaun, where out of four buildings put up in the last five years two have already fallen down, and a third has had to be dismantled owing to its precarious condition. 'Profiting by this experience,' he says, 'the board has decided to build *pucka* buildings in future.' The situation imperatively demanded standardization, and boards were constantly calling out for guidance. Type designs for upper primary and lower primary schools have been drawn up by the department in consultation with the Public Works Department. The materials are to be *kutcha-pucka*, and the expense is to be kept down to a minimum. Some boards still hanker after more expensive buildings; but it is clearly necessary to keep the cost low, if education is to be diffused, otherwise the non-recurring expenditure will be prohibitive." The provision of buildings for vernacular middle schools has "hastened slowly." Though much has been done, the inspector of the Agra division remarks that "not one-half of the town schools in the district can be said to be housed in satisfactory buildings." The provision of hostels for these middle schools has progressed at very varying rates. In Kumaun, Rohilkhand and some of the districts of Meerut, good or fair work has been done. From certain other districts come deplorable accounts—existing hostels dark, damp and insanitary, and pupils sleeping in the school house for want of suitable accommodation. Boards are understood to have adopted a thirteen years' programme of school buildings.

The Punjab.

Primary education in the Punjab is characterised by the large number of upper primary schools (3,188) as compared with those of the lower grade (only 229); by the prevalence of the board school (2,518 institutions being managed by local bodies, against 744 aided and 146 unaided public schools under private management); and by the relatively large proportion of private schools teaching the vernacular, the Koran or the Shastras. Liberal exemptions are made from fee-payment; nevertheless, in board schools, the annual average rate is a fraction below nine annas.

The cost of a board school averages just over Rs. 286. The percentage of pupils in primary schools to the male population is only 1·63. The increase in the number of schools has been small compared with the previous *quinquennium*; but that of pupils has been proportionately much greater, amounting to nearly 38,000. There are now 3,417 schools and 179,588 pupils. This augurs well; but it cannot be said that elementary education is yet popular in the province. Direct expenditure has risen by over $2\frac{1}{3}$ lakhs to $8\frac{3}{4}$ lakhs of rupees, to which district funds contribute $6\frac{1}{2}$ lakhs. Fees bring in over a lakh and the municipal contribution and subscriptions amount to about half a lakh each.

Middle vernacular schools have during the quinquennium risen from 110 to 118 and pupils from 18,081 to 22,232. All but one are board schools. The expenditure amounts to Rs. 1,81,759 against Rs. 1,33,309 in 1907. Fees produce an income of about half a lakh and the boards defray over a lakh and a quarter. These institutions have no attraction for the comparatively well-to-do, but are regarded as a boon to the poorer classes since they place higher elementary education within their reach at a nominal cost.

Building operations have been hampered here, as in the case of secondary schools, by want of funds. Nevertheless appreciable advance is recorded. The most striking figures are those of the Multan division, where 93 school-houses were built at an average cost of over Rs. 2,200 each, while 58 were provided by the local people at an average cost of Rs. 300 each. The report does not specify the respective merits or durability of these two classes; but the director urges that endeavour should be made to enlist as far as possible the co-operation of the people in the erection of simple buildings. We are also told that in the Delhi division and elsewhere some of the school-houses were

so badly built that they fell down soon after their completion, and that the entrustment to school committees of repairs, if not of erection, has been tried with success in Umballa and would probably be an improvement on the present system As to the schools under private management, the inspector of Lahore remarks that with few exceptions the accommodation is either inadequate, uncomfortable or insanitary, and sometimes is all three

Burma

Owing to the peculiar characteristics of the country, the type of primary education in Burma differs in three main respects from that found in other provinces First, Burma has a system of indigenous schools without parallel in India proper Second, there is not a single unaided public school, every institution that adopts a simple recognised curriculum receiving aid Third, owing to the absence of prejudice, the schools are largely mixed schools, and the distinction between those for boys and those for girls is considerably weakened, girls forming over one fourth of the enrolment in institutions for boys, while in revenge boys have invaded girls schools to over a third of the number of their pupils In comparison with these features, it is a minor characteristic that there are no board schools (six district cess schools are so classified)—not because, as in Bengal, the aided system has been chosen, but because there are no district boards In one small respect, too, classification is exceptional Where primary departments of secondary schools are conducted in separate buildings, they are termed anglo vernacular primary schools and are classed among primary schools The champion of vernacular education will be relieved to learn that there are only eighteen of these, with something over a thousand pupils

The problem in Burma is the adaptation of the *pongyi kyaung* to modern requirements The total of vernacular boys' schools is 4,745, with 160,138 pupils Practically all these are aided public schools under private management, a mere handful being government or district cess schools They fall into two classes according to management A little less than half the schools, with somewhat more than half the pupils, are under lay management The remainder are monastic public schools, *i e*, *pongyi kyaungs* aided by the department in return for teaching a simplified curriculum, mainly the '3 R's' and a little Pali The cost of these is something less than 6¼ lakhs, of which nearly 4 lakhs are met from public funds and about Rs 1,62,000 from fees Upper primary outnumber lower primary schools by 650, and their pupils by over 50,000 Schools are further classed A or B according as they offer a full course, or merely the '3 R's" But there are very few of the latter, as *pongyis* do not care to be regarded as managers of inferior schools (The foregoing figures of schools, pupils and expenditure refer to those institutions which are classed as boys' schools) But, apart from these, there is a great mass of unregistered *kyaungs*, amounting to over 16,000 institutions with 167,000 pupils "It is the fashion" [illegible]
'to laud the old monastic sy[illegible]
tion department is rapidly su[illegible]
If the officers and persons who admire the ancient methods of the *pongyis* were to be left dependent upon them for the supply of subordinates, they would rapidly arrive at a better appreciation of their practical value What is worth retaining in the monastic system is the respect for authority, the moral influence of grave and reverend monks who have forsworn the pomps and vanities of the world, and the intellectual culture consciously or unconsciously produced by the study of a dignified classical language, which is moreover the vehicle of the people's religious aspirations But for practical life a more concrete, regular and definite education is essential" Moreover, neither now nor formerly, is every *pongyi* a teacher or fit to teach, nor every *kyaung* a school Certain monks and certain monasteries could produce [illegible] standard But,' proceeds Mr Covernton, [illegible] f higher knowledge the co-operation of lay [illegible] ation of these facts is peculiarly pertinent [illegible] recent census demonstrates the necessity of [illegible] ' in Burma, and when the Government of India is preparing to expend large sums on the extension of vernacular educa-

tion." Among the difficulties presented by the conservatism of an ancient priesthood may be mentioned the objection to teaching certain simple and useful forms of knowledge (ignoring arithmetic, the *pongyi* interprets the "3 R's" as reading, writing and religion), and the fact that girls are not ordinarily admitted to the *kyaung*. Nevertheless, the discipline of the monastic institution, and the comparatively high proportion of pupils to those of a school-age which the prevalence of the *kyaung* has produced, are valuable assets. The problem of utilising this type of school without impairing its characteristics is difficult, but is also one the tactful handling of which will repay a thousandfold. The Local Government have recently framed careful proposals towards its solution.

Middle vernacular schools have increased from 411 with 27,183 pupils to 747 with 53,715 pupils. The fact that 715 of these institutions are under private management shows their popularity. The cost has risen from Rs. 1,35,584 to Rs. 3,30,703. The government contribution amounts to about a lakh and that of boards to about $1\frac{3}{4}$ lakhs.

The great majority of schools are held in private houses. In the larger towns the accommodation thus provided is often unsuitable. It is hoped to improve matters by building-grants and advances and by grants in aid of rent. It seems that attempts to erect special buildings on type-plans have failed by reason of the cost of repairs in a country where the available materials are light and liable to decay. A few large buildings, costing from Rs. 5,000 to Rs. 10,000, have been erected for government schools. But the cost of these, both initial and recurring, has been found excessive. For smaller schools the "500 rupees" type of building was devised. This was described in the last review as raised on piles from eight to ten feet high, constructed of wood, bamboo and mat, and containing a large room for the pupils and another for the headmaster. "Villages often would not meet the cost of repair or renewal, managers could not, and, the buildings being borne on the books of neither district fund officers nor the Public Works Department, these authorities were not responsible. Hence many of these school-houses have fallen into decay or have been pulled down, the schools being transferred to private houses either in the same locality or elsewhere. Others have been maintained by grants from the department or from subscriptions raised by local officers." In the Northern Shan States, buildings have become the property of the state concerned, which bears the cost of repair and renewal. Considerable advance has been made in the provision of maps, picture-charts, etc.

Eastern Bengal and Assam.

In Assam, lower primary schools are board schools, upper primary schools are generally aided. At the time when the new province was formed, all schools in the Eastern Bengal districts were, as in Bengal, of the privately managed type. In some districts they were thickly scattered—too thickly for efficiency, since two schools in close proximity would suffer from depleted classes; in others there was a lack of schools. It was decided to initiate a more even distribution and a better type of school. Hence the board school system was tentatively introduced into Eastern Bengal. Throughout the province, the number of board schools increased during the quinquennium from 2,501 to 4,002. Another reform was the framing of a new curriculum.

In addition to the 4,002 schools managed by boards, there are 94 maintained by government, 27 by native States, 11,463 aided, and 2,137 unaided institutions, making a total of 17,723 with 704,353 pupils. The total expenditure is just over 19 lakhs, of which $8\frac{1}{2}$ lakhs are met from public funds and over $8\frac{1}{3}$ from fees. Thus the average expenditure per school is just over Rs. 107.

Middle vernacular schools number 327 with 20,989 pupils. Of these, 249 are aided and 41 are managed by boards. The optional teaching of English is, as in Bengal, permitted in these schools. A thorough investigation of them was made during the quinquennium with a view to introducing some organisation and finding out which schools are capable of English teaching. As a result, those which are tolerably staffed have been classed as middle

English schools The number of those reading English in vernacular schools has fallen off The total cost is Rs 1 64 844

The report states that one of the greatest obstacles to the spread of primary education is the want of suitable buildings Some of the grant of 1905 06 was utilised for repairing this defect It was only, however dur ing the last five years that a systematic attempt was made to provide primary schools with improved accommodation on a large scale Large sums of money were placed during the period at the disposal of the district boards and utilised in constructing a number of school buildings in every division of Eastern Bengal In Dacca for example the boards spent Rs 3 98 400 and erected 557 school houses in Chittagong they built 277 at a cost of Rs 2 12 654 while in Rajshahi they incurred an expenditure of Rs 2 90 826 and provided 541 The improvement has therefore been great and it is satisfactory to note that this improvement is not confined to number alone for in the matter of accommodation there is a marked contrast between the board and the aided schools The board schools are built on standard plans which

y In
×15
roofs
doors
about

one sixth is contributed by the local people In the Rajshahi division the board schools are similarly constructed but the cost varies from Rs 450 to Rs 600 In the Chittagong division the usual size is 30 ×20 and the aver age cost Rs 600

In every division there is always a small compound attached to each school in which a small garden is usually laid out a portion being reserved for the purposes of drill

In aided primary schools however there has been little improvement although stimulated by the example set by the board schools a few of them have been provided with buildings respectable indeed but as a general rule wholly unsuitable The rest continue to be held in the verandahs or out houses of some well to do villager the mosques and even under the shade of trees The enormous number of these schools renders the task of improve ment a formidable one

In Assam with the help of grants from the imperial funds local boards built year by year a number of school buildings of the style adopted for the houses of men of substance in the locality The standard plan to be fol

e area of a school designed
15 and for 75—100 boys
mboo unplastered and in

others they are of plastered *ekra* And in all the schools are provided with a good earthen plinth well above the flood level either with a verandah which runs all round the school house or with eaves which project well over the walls so as to protect them from rain with windows large enough to admit sufficient light and where there is no front verandah with a porch to protect the door way In the Assam Valley 128 such buildings were erected during the quin quennium involving an expenditure of Rs 67 409 and in the Surma Valley 155 which cost Rs 52 136

Equipment is poor But for the new board schools a scale of equip ment has been laid down by the department which provides for a bench for every five or six pupils a chair a table and a black board for every teacher an almirah a portrait of the King Emperor a clock a gong charts for object lessons and maps of the thana of the district and of the province Consider able progress has been made in working up to this scale and in the course of a year or two every school will have its full quota In Assam equipment is according to a prescribed scale and is superior to that ordinarily found in Eastern Bengal

Central Provinces

The Central Provinces are noted for their excellent primary schools Though a fair number of new schools has been opened the quinquennium has

been a period of consolidation and improvement rather than of great expansion.

There are 3,195 schools with 239,711 pupils. No less than 2,492 of the schools are upper primary; and 2,441 are managed by district or municipal boards. Expenditure is Rs. 10,30,075 a year, of which Rs. 8,70,544 is met from board funds.

Middle vernacular schools number 252, with 37,179 pupils, and cost Rs. 2,20,418, of which Rs. 1,90,581 is met from board funds.

Large expenditure has been made upon buildings. District boards have expended Rs. 9,82,000 on this object since 1907, and municipalities nearly two lakhs. A standard plan is used. Construction, however, is yearly becoming more expensive.

North-West Frontier Province.

Exclusive of the agencies, which, as the Chief Commissioner says, need hardly be considered for the present, this province has 260 boys' primary schools, against 217 in 1906-07. The bulk of these are managed by the district boards, only 41 being aided and four unaided schools. Pupils have increased from 9,928 to 14,129; expenditure from Rs. 45,282 to Rs. 64,804. Elementary education is free, not only in primary schools, but also in the elementary classes of secondary schools. Of the teachers, 50·8 per cent. are trained. An elementary teachers' service has recently been established, containing four grades with pay at Rs. 14, 16, 18 and 20. A limited number of personal allowances of Rs. 5 are allotted for teachers of long and approved service. The primary course has been reduced from five to four years. A survey has been made as the result of which it is proposed to open 450 new schools. The number of petitions which are received urging the opening of new schools shows that a desire for education has awakened on the borderland.

Middle vernacular schools number 14 against 10 in 1907. These are all managed by boards. Pupils have increased from 1,345 to 2,425. The corresponding increase in expenditure is from Rs. 10,449 to Rs. 18,498 of which Rs. 1,692 is met by fees. It is noteworthy that 12 of the 14 schools are under district boards and that they have all been provided with buildings.

APPENDIX XVI.

RULES FOR GRANT-IN-AID TO PRIMARY SCHOOLS FOR INDIANS

Province.	System of Grant.	Building Grant (Rate)	Equipment Grant (Rate)	Maintenance Grant (Rate)	Remarks.
Madras . .	In *municipal and local* board areas grants are made from local funds if available and are *sanctioned by the* local body concerned on recommendation by the department *otherwise and elsewhere* they are made from provincial revenues and are sanctioned *by the director* Lists of schools recommended for aid and not recommended are *annually* made by conferences of inspecting offi cers and extracts relating to grants *from* local funds sent to the presidents of the boards and by them to the director, who publishes a consolidated list of aided schools for each district.	Not exceeding one third of the total cost. The grant is paid on receipt of comple tion certificate from the executive engineer and the owner of the property must execute a mortgage deed pro viding repayment in case the building is diverted from its purposes within 20 years Limit of power of sanction — up *to Rs* 1 000 by the director and above Rs 1 000 by the government.	Not exceeding one-half of the total cost. Limit of power of sanction — up to Rs. 500 by the director and above Rs 500 by the government.	Rs 36 per year for each teacher and annas eight per year for each pupil in average daily attendance. This grant is liable to increase or reduction by 25 per cent for the improvement or dete *rioration* respectively at the instance of the sub assistant inspectors. The *grant may* be further increased or reduced in special cases by the direc tor	Madras *grant-in aid code*-rules 4, 5, 15, 16, 51, 53, 54, 55 and 57
Bombay . .	Grants not exceeding one half of the total assets or one third of the total expen diture during the previous official year are given ordinarily from year to year but they are l able to reduction for a particular year in which a school falls short of the standard required in the undermentioned points which are taken into consideration in assessing grants— (1) Building and equipment. (2) *Attendance,* both number and regularity (3) *Adequacy and* qualifications of teaching staff. (4) Range and *quality of education* given	Not to exceed *one half of* the total expenditure, but government may give *land* in addition. The Public Works department must approve the plan and the title of the school managers to the site must be declared to be good and in order by the law officers of govern ment and the grant will not be given till a trust deed is executed or its execution is agreed on, save in case of buildings cla ming a build ing grant not exceeding Rs. 1 000 when an agree-	*Limited* to one-third of the total expenditure (rule 18) Limit of power of sanction — up to Rs 1 000 by the direc tor and above Rs. 1,000 by government.	Not to exceed one-half of the local assets or one third of the *total expenditure* during the previous official year This rule does not apply to indigenous schools which may receive an annual grant not exceeding Rs. 138 calculated roughly at Rs 2 per head on the average daily attendance for boys until their stability is established The grant for similar schools for girls is double. Night schools also have special terms An attendance grant *of Re* 1 per mensem and a special grant not exceeding Rs. 15 per school per *year for slates* and books for the use of deserving pupils in indigenous schools are *also* paid	Bombay grant-in aid code-*rules* 2 5, 7, 18, 28, 29, 30, 31, 51, 52, 58, 59 and 60

Province.	System of Grant.	Building Grant (Rate).	Equipment Grant (Rate).	Maintenance Grant (Rate).	Remarks.
Bombay—*contd.*	(5) Discipline and conduct of students. (6) Provision of recreation and physical exercise. (7) Adequacy of the resources of the school, excluding fees. (8) Proportion of free students and paying scholars. (9) Want of a school in the locality. (10) Proper maintenance of records and returns, etc.	ment to repay on failure of conditions is accepted. If, however, the building is erected on a site already covered by a trust deed, a receipt may be sufficient. Power of sanction rests with the director of public instruction (rule 51 of the grant-in-aid code for 1911). Special cases only are to be referred to Government (rule 52 of the code).		The rules are also generous in giving special grants to schools at the start and in continuing grants to schools which have deteriorated not by the fault of the managers. Grants to district local boards and municipalities for their primary schools fall outside the grant-in-aid code. The grants are fixed and may be revised at the discretion of government. In the case of municipal primary schools the grants paid are equal to one-half of the total expenditure, but in the case of local board schools this limit of aid is not observed and the grants to many local boards exceed one-half of the total expenditure.	
Bengal	District boards receive provincial allotments to which they add receipts from pounds and ferries and scholars' fees. From these they give primary schools a subsistence allowance which is paid quarterly and a deferred allowance which is paid yearly. The amount of the allowances is determined by the marks gained by schools at the inspections of inspecting officers, and depend on the number of pupils regularly attending the school, the nature of the instruction given and the general character of the school as ascertained by inspecting officers. District boards determine the amount of the allowances for each school in consultation with the district deputy inspector.	If it is found that the full allotment for a year will not be spent in any year, an amount equal to the expected savings may be spent by the district board or district officer in making grants towards the erection or repair of buildings. Grants may also be made by a district board out of that portion of its revenues which does not consist of the primary grant.	Grants similar to those for erection or repair of buildings may be made for purchase of furniture and teaching appliances.	The subsistence allowance usually ranges from Rs. 1-8-0 to Rs. 9 a quarter and the deferred allowance ranges from Rs. 12 to Rs. 36, paid in a single payment at the beginning of the financial year. The subsistence and deferred allowances are shared by the head and second *gurus* in upper primary schools in the ratio of 3 to 2. In girls' schools and schools in backward tracts these allowances are paid in the same way as for boys, but the rate of grant may be higher by a certain percentage determined by the district boards with due reference to the funds available.	

	In addition to the primary schools that are aided through district boards there are— (a) primary schools which are aided from a reserve representing 3 2 per cent of the income of municipalities, (b) primary schools in non board areas, which receive from the departmental primary allotment a grant equal to the income of the schools from private sources, (c) a few primary schools which are entirely maintained by government either for girls or for pupils of backward races The *following* are the general conditions of the grants— (1) English is not to be taught in any primary school. (2) Every primary school shall have an attendance register, an admission register an account book, and a visitors' book, each of which shall be in the form prescribed by government. (3) All the accounts and business connected with primary education should be kept and done in the forms ordered for use by government. (4) The teacher of each school must submit to the sub inspector or assistant sub-inspector a quarterly statement showing the number of pupils on the rolls and their daily attendance.			In mixed *schools* a *capitation* grant of one anna a month for every *bonâ fide* girl pupil in *daily attendance* is allowed in addition to the usual subsistence allowances. The rate of subsistence *and deferred* allowances to *mianjis* of recognised *maktabs* is 50 per cent. higher than those for corresponding lower primary schools	

Province.	System of Grant.	Building Grant (Rate).	Equipment Grant (Rate).	Maintenance Grant (Rate).	Remarks.
BENGAL—*contd.*	(5) The teacher should observe the departmental rules and submit his school to inspection by duly authorized persons. Members of the district or local boards should inspect the school as far as possible. (6) Holidays must not exceed 15 days a year. Teachers may be granted casual leave for ten days and all other leave sanctioned for them should be leave without allowance. (7) No school should ordinarily be started in the immediate vicinity of an already existing school. (8) The course of studies of the schools should be divided into three parts to be taught in the first three quarters of the year, the fourth quarter being left for revision. (9) The routine of work for each school must be inspected and approved by the sub-inspector or assistant sub-inspector at the time of their visit and must be hung up in the school walls. (10) Teachers should maintain discipline in their schools and impress upon the minds of pupils the duties of truthfulness, respectfulness, punctuality and obedience.				

(11) Where a primary school is established the villagers are expected to provide it with a house and to keep the same in repairs.

SPECIAL RULES.

(a) *Upper Primary Schools*

(1) There must be an average *daily* attendance of at least 20 pupils.

(2) There should be at least two teachers, *one* (the head pandit) must hold an M. V pass certi*ficate or a* certificate of having qualified in standard VI under the vernacular scheme or he must be a trained *guru* competent to teach up to the upper primary *standard. The second* pandit should be a certificate holder of either the upper primary or vernacular standard IV or he should be a trained teacher capable of teaching up to the lower primary standard. When teachers of the above type are not available exceptions may be made to this rule.

(3) The syllabus prescribed for upper and *lower primary* *stand*ards must be taught and the school *must be provided* with such maps, teaching appliances, and *furniture* as may be prescribed as the minimum equipment.

(4) The school must be in existence as an upper primary school for six months previous to 1st

Province.	System of Grant.	Building Grant (Rate).	Equipment Grant (Rate).	Maintenance Grant (Rate).	Remarks.
Bengal—*concld.*	April or 1st October and the percentage of attendance for those months must not be less than 60 per cent., due allowance being made for the main sowing and harvesting seasons. (*b*)—*Lower Primary Schools.* (1) The school must have a daily average attendance of not less than 10 pupils. (2) The teacher must either be a holder of an upper primary pass certificate or a certificate of having qualified in standard IV under the vernacular scheme or he must be a trained teacher qualified to teach in a lower primary school. Exception to this rule may be made when teachers of the above kind are not available. (3) The syllabus prescribed for the lower primary standard must be taught and the school must be provided with such maps, teaching appliances and furniture as may be prescribed as the minimum equipment. (4) The school must be in existence as a lower primary school for six months previous to 1st April or 1st October and have a percentage of not less than 50 per cent.				

UNITED PROVINCES	Primary English schools are aided by government. It makes *grants to institutions* which permanently supply a local want and conform to the conditions for recognition laid down by it. The amount of the annual grant shall *not ordinarily* exceed half the annual tuitional expenditure. Building grants are not *admissible to primary* English schools. In the case of girls schools for better classes *especially* those in which English is taught, government may make building as well as maintenance grants, provided that the amount of the grant does not ordinarily exceed half the total expenditure. Primary vernacular schools are generally aided by boards. Grants are given to such schools as supply an ascertained *local want* and *further* in the case of primary schools to such schools as may be *experimentally opened* provided (1) that admission and attendance registers are maintained (2) that scholars are arranged in classes according to the stage of instruction and (3) that the school is under a manager approved by the board. Building grants are also admissible to primary vernacular schools. Boards also make grants to *indigenous schools subject to* compliance with the following conditions — (1) that the school serves some purpose of useful secular instruction, (2) that the teacher is capable of teaching the 3 R's (3) that an attendance register is kept and *simple* returns made (4) that the school submits to inspection.	Government makes building grants to girls schools for better classes only. The *grant in* each case is not ordinarily to exceed the total amount of contributions made for the purpose from private sources. In d [illegible] ount of t [illegible] of the t [illegible] istruct- e [illegible] nay be t [illegible] eration. ([illegible] d 380 c [illegible] solution [illegible] dated [illegible] ull pay [illegible] ntil the [illegible] certifies [illegible] ing but [illegible] on his [illegible] progress [illegible] he gov [illegible] agree- [illegible] covering [illegible] be then [illegible] building [illegible] to the [illegible] ie of the [illegible] npletion [illegible] opropria [illegible] han edu [illegible] within 20 years from the date of payment *of the grant* (paragraph 386)	Government grant is not ordinarily to exceed contributions *made for the* purpose from private sources. It is not paid *until managers* undertake refund if the institution ceases to exist *within* five years from the date of payment. If the grant exceeds Rs. 500, sanction of government is required (*paragraph* 388)	The government annual grant is made up of the fixed, the *attendance* and the special grants which are allowed as follows — (1) A fixed grant of Rs 150 in the case of boys' schools and of Rs 420 in the case of girls' *schools* provided that both classes of the upper primary section are *maintained* and that the* average attendance in the section is in the case of boys' schools not less than 14, and in the case of girls' schools ordinarily not less than 10 (paragraphs 401 402 and 405) (2) An attendance *grant of* Rs. 2 for each scholar in* average attendance in the upper primary section of Rs 1 8 0 for each scholar in average* attendance in the lower primary section or in the preparatory *section* (paragraph 403) (3) A special *additional* grant not exceeding one fifth of the salary for every *trained teacher* employed in the *upper primary section* (paragraph 404) If any school has held less than 400 *school meetings during* the 12 months ending 31st March preceding a proportional reduction *is made* in the annual grant payable under the rules (paragraph 393) Further the *total* amount of the government grant is not ordinarily to exceed one half of the whole tuitional expenditure (revised paragraph 379)	N B —The paragraphs quoted in this statement are those of the Final Educational Code, 1910 *Paragraphs* 379 380, 382, 384, 386 388 390 391, 393, 401, 402 403, *404*, 405 *of* the code and rules 2 75 92 93, 94 97 108 108 A of chapter VI of the District Board Manual

* Average attendance means the average attendance during the period from the commencement of the school session to 31st March preceding

Province.	System of Grant.	Building Grant (Rate).	Equipment Grant (Rate).	Maintenance Grant (Rate).	Remarks.
UNITED PROVINCES—*contd.*		Limit of powers of approval of estimates,— Rs. Executive engineer . . 5,000 Superintending engineer . . . 25,000 Officers empowered to sanction finally up to . . . 50,000 Chief engineer . . 50,000 above the limits sanctioned above (revised paragraph 382). Boards grant a sum not exceeding Rs. 30 for a lower primary vernacular school and Rs. 50 for an upper primary vernacular school (rule 93, chapter VI of the District Board Manual).		Boards give Rs. [illegible] ... average attendance [illegible] 15 [illegible] ... The grant is [illegible] Rs. 5 or 6 [illegible] ... 25 [illegible] ... W[illegible] grant ... [illegible] chapter VI of the District Board Manual. Grants to indigenous schools range from Rs. 6 to Rs. 10 a quarter (rule 97, chapter VII of the District Board Manual). A primary girls' school receives a grant of Rs. 5 a month if it has a female teacher and an average attendance of 10 scholars. The grant is raised to Rs. 7 if the school has a suitable building and observes the prescribed curriculum. If it also has suitable furniture and appliances the grant is raised to Rs. 8 a month. An additional grant of Re. 1 if the teacher has passed the vernacular final examination and that of Rs. 2 if she has a normal school certificate are also allowed. To a school in which the attendance is large enough to warrant the employ-	

				ment of two such qualified teachers and two such teachers are employed the grants may be calculated separately for each teacher. If the average attendance of scholars exceeds 10 for each teacher, then an additional grant of one rupee may also be made for every 5 girls in average attendance beyond the minimum of 10 for each teacher (rule 106, chapter VI of the District Board Manual). Primary girls schools taught by males receive grants on the scale and conditions similar to those applicable to boys' schools (rule 106 A, chapter VI of the District Board Manual).	
PUNJAB	Grants are made from provincial, municipal and local funds. The principal grants are block (for *attendance, instruction*, etc.) and staff grants. Main conditions of the block grant are— (1) That there is an average daily *attendance of 20 pupils* (2) that accommodation, furniture and appliances are sufficient, *(3) that organisation* and discipline are satisfactory, (4) that prescribed text-books are used, *(5) that prescribed fees are charged,* (6) that registers and *returns are* maintained	Not to exceed one half of the total expenditure. No part *of grant* may be paid till a bond is executed, securing to government or the local body a lien on the property for recovery in case the building ceases to be used for a school of the class specified or the school ceases to be *efficient or open to* inspection, nor may the whole be paid till the Public Works department or the deputy commissioner (ac*cording to the amount*) give a certificate. *Grants* are sanctioned by the Local Government or by local bodies according to the source from which they are paid	Not to exceed *one half of the* total expenditure. The grant is not paid till articles of approved pattern have been purchased and a secu*rity is furnished for* refund if the amount exceeds Rs 25 Grants are sanctioned by the Local Government or by local bodies, according to the source *from which they are* paid	The maximum block grant is Rs 2 per pupil in the lower primary department and Rs 8 or Rs 4 in the upper primary *department according* as the school is an anglo vernacular or vernacular one. The grant can be reduced by 25 per cent when a school is only fairly satisfactory. The rate for girls *schools is double*. The grant is based on the average attendance of the past three years. Staff grants are paid at ½ of salary to certificated teachers and monitors. The total of *these two grants* is not to exceed ¾ of the excess of the expenditure on tuition over the income from tuition fees. *In the case of indigenous schools the* maximum rate of block grant is Rs. 2 per unit of average attendance in boys' schools while schools *for* girls and cultivators are given the grant at double the rate. The staff grant varies from Rs. 3 to Rs. 5 a month to a teacher of boys and from	Punjab Code, Part I, rules 52, 57, 58, 59, 60, 61, 64, 78, 80, 81, 92, 96, 97, 104

Province.	System of Grant.	Building Grant (Rate).	Equipment Grant (Rate).	Maintenance Grant (Rate).	Remarks.
PUNJAB—*concld.*	The department has large powers, but a local body may refuse to pay new grants for instruction in English on the ground that the public funds are insufficient. A local body may also withdraw, reduce or suspend grants to aided vernacular schools in the Punjab which are of indigenous type, and may vary the rates with the approval of the department.			Rs. 5 to 8 to a teacher of girls, but this grant is not given in a school where the average daily attendance falls below 10 pupils.	
BURMA	Allotments are *made to* districts and these are distributed to schools in each district on calculations made by the inspector. Schools are divided into A class, in which vernacular courses prescribed by the education department are taught, and B class, which teaches other courses. Principal grants admissible to A class schools are results-grants or fixed grants in lieu, grants for *technical and optional* subjects and boarding grants, temporary and permanent salary grants, half-salary grants for certificated teachers, and grants for pupil teachers, while those admissible to B class schools are attendance and equipment grants. The main conditions of the grants are as follows :—	Grants are made according to the merits of each case, and are regulated by the proportion of private subscriptions. A covenant or a mortgage is required to secure refund in case the school is closed or the building is diverted from its proper object. The director of public instruction may sanction a *grant* up to Rs. 1,000.	For "A" *class schools* Rs. 75 at the start and thereafter according to the merits of each case. For "B" class schools Rs. 75 once in three years. The director is empowered to sanction these grants.	..	*Burma Code*, revised chapter VI, paragraphs 156, 160 (ii) to (vii), 161—163, 167—170, 175—188, 194—205, 207, 209, 212—219, 224, 232 and 233. Old Chapter VI, paragraphs 160 (i), (ii), 178, 180, 186—188, 191, 193 and 194.
	"A" CLASS SCHOOLS. The schools must ordinarily be in session all the year round, taking the recognised holidays and vacations and must maintain an average daily attendance of not less than 12 pupils. They must be open to inspection, and the manager is responsible for the maintenance of			"A" CLASS SCHOOLS. To earn the results-grant pupils presented for examination must have attended 250 school meetings and must obtain at least one-third of the marks assigned at the annual examination. Results grants are introduced one year after the promotion examination. When a	

records and for the submission of prescribed returns. In allotting grants, adequacy and qualifications of the staff and *nature* of accommodation are considered Levy of fees is also a condition.

"B" CLASS SCHOOLS.

The schools must serve the purpose of *useful general* education and give instruction in the 3 R s. Except in the case of *monastic schools, where the* requirement may be relaxed, they must keep an attendance register They *shall* also be efficient and open to inspection

school shows conspicuous merit, an *extra* 25 per cent is given as a merit grant. Double grants may be paid in backward *localities*

The alternative fixed grant is calculated on the average results-grant paid during the previous three years with an *addition of* 10 per cent in the case of schools of increasing efficiency The continuance, suspension *or reduction* of this grant depends upon the result of the annual inspection

Salary grants are paid to new schools Rs 10 15 or 30 *are given* for the first year and Rs 8 10 or 20 for the second year to managers with primary, middle or high vernacular certificates

Certificated teachers managing their own schools are eligible for permanent salary grants at the following rates —

Primary vernacular certificate—Rs 10—1—15 per mensem

Middle vernacular certificate—Rs 15—1—20 per mensem

High vernacular certificate—Rs 30 per mensem

The employment of a certificated teacher *entitles* a school to the half salary grant. The maximum of this grant is *Rs 10—1—15* a *month* in case of a teacher with a primary vernacular certificate Rs 15—1—20 a *month for* a teacher holding middle vernacular certificate and Rs 30 for a teacher *with high vernacular* certificate

Province.	System of Grant.	Building Grant (Rate).	Equipment Grant (Rate).	Maintenance Grant (Rate).	Remarks.
Burma—*concld.*				For pupil teachers a grant is made at Rs. 2 per mensem for the first year, Rs. 4 for the second year, and Rs. 6 for the third year and a bonus of Rs. 10 for passing the annual test. "B" Class Schools. These schools receive a grant of Rs. 2 per pupil in average daily attendance up to a maximum of Rs. 150 and a grant of Rs. 2 for each month in the year for which the attendance is certified by the inspecting officer to be properly recorded.	
Eastern Bengal and Assam.	In Eastern Bengal districts, the system is the same as in old Bengal. In the plains districts of Assam grants are made to lower primary schools only in few and special cases. Upper primary schools receive grants from local or provincial funds generally calculated on the number of pupils in the first two classes. Mission schools are aided from provincial funds, the missionary bodies receiving annual lump grants with which, subject to special rules and inspection, they can do much as they like. Grants depend upon the fulfilment of the following conditions :— (1) the school meets a recognised want, (2) the school is adequately equipped with building and apparatus,	A portion of the capital outlay (dependent on local circumstances) will ordinarily be met from provincial or local funds, but will rarely exceed double the amount raised by private subscription. When the work is executed by the school authority half the grant may be paid at once, one-fourth on completion of half of the work, and the balance on completion, according to approved plans and estimates. The director can sanction if the grant does not exceed Rs. 5,000.	Not to exceed two-thirds of the total cost, save with the special sanction of government. The director can sanction up to the prescribed maximum subject to budget provision.	For Eastern Bengal districts grants are the same as in old Bengal. In Assam the grant is not to exceed 5 times, or, when education is in demand, $2\frac{1}{2}$ times the amount provided by endowment or private subscriptons. In the case of girls' schools the grants are made on a more liberal scale and on less stringent conditions. *Tols, maktab* and *madrassahs* teaching the lower primary standard may be paid from provincial and municipal funds grants which should not ordinarily exceed Rs. 30 a month each.	Assam Manual rules 27, 28, 40—43, 72, 74, 75—77, 91—94 and 127 and Easte n Bengal and Assam notification no. 1126-E.. dated 18th May 1908 (pages 40—46 of Eastern Bengal and Assam Proceedings for May 1908).

	(3) there is an endowment or subscription of Rs 2 per month, (4) management is satisfactory, (5) prescribed fees are levied (6) the staff is certified and there is one teacher for every 30 pupils, the headmaster should receive not less than Rs 15 the junior teachers not less than Rs 7 No grant may be made or renewed from local funds without previous approval of the department.				
CENTRAL PROVINCES	Annual grants in aid are made from provincial funds for aiding and improving secular education *on the following conditions* — (i) That the school supplies a want in the locality and does not *enter into* competition with any existing recognised school, that the school premises are in a *healthy* situation are *well* lighted and ventilated and contain sufficient accommodation furniture and appliances for the instruction of pupils, that *due provision is made for* physical instruction and recreation that the arrangements for registering admission attendance and age of pupils for management keeping accounts of income and expenditure and the general administration *of the school are in accordance* with the requirements of the department, that the discip			The *government* grant shall in no case exceed half of the income or one-third of the expenditure of the school (whichever is less) *during the previous* official year But in the case of primary schools being carried on under special circumstances or peculiar difficulties the Local Administration may, *on the recommendation* of the director of public instruction sanction an additional grant of one third of the grant awarded in the ordinary way If the amount does not exceed Rs. 1 200 per annum the director may sanction it on his own authority, but if it exceeds this amount he shall apply for the sanction *of the Local* Administration Subject to the limit set forth above the amount of grant awarded shall be *determined* by the efficiency of the school under the following heads — (1) Building and equipment	

Province.	System of Grant.	Building Grant (Rate).	Equipment Grant (Rate).	Maintenance Grant (Rate).	Remarks.
Central Provinces—*contd.*	line and behaviour of the pupils are satisfactory, and that all returns, certificates, etc., issued by the managers or the staff are trustworthy. (*ii*) That the department is satisfied with the constitution of the managing body and the stability, financial and otherwise, of the institution. (*iii*) That the school shall be open to inspection or examination by the department at all times; and that the manager shall supply all such returns or information and maintain such registers, accounts, etc., as the department may from time to time require and that these accounts, registers, etc., shall be open to scrutiny by the department at any time. (*iv*) That the principles and system of school management and the curricula prescribed by the Local Administration for the use of schools are followed, and that no books are used as text-books, prize or library books, save those sanctioned by the Administration. (*v*) That the managers undertake in writing to ensure and do thereafter enforce the observance by teachers and pupils of			(2) Attendance and regularity of attendance. (3) Adequacy and qualification of teaching staff. (4) Range and quality of mental, moral, and physical education imparted. (5) Discipline and conduct of pupils. The grant thus assessed will ordinarily be continued as a fixed grant from year to year, subject to the limits specified above and provided *that* the conditions stated in column 2 are maintained and that efficiency as determined above does not deteriorate. If the receipts in any year from all sources exceed the total expenditure, the saving shall be freely expended in the following year or placed in a reserve fund; otherwise the grant will be reduced proportionately. Re-assessment of a grant will be made on the application of the managers, provided that the department is satisfied that owing to increased expenditure on their part the existing grant is inadequate and that there are funds at its disposal to meet the demand. But such re-assessment shall not be *made at intervals of less than five* years. The grant will be reduced or withdrawn by the department, after reasonable	

the orders contained in appendix F of the Manual. (v) That the staff employed is sufficient, of good character and possesses the requisite educational and professional qualifications to carry out efficiently the work of the school and that the department shall have the power to enforce the dismissal of any master employed in the school (vi) That the fees charged are not less and the percentage of the free students not greater than those prescribed by the Administration. Every aided school shall be inspected once in each official year for the purpose of the award of the grant-in aid.			warning has been given to the managers if it is found that the conditions *of the code* are not being kept or that efficiency under the heads enumerated above has deteriorated.	
Building				
[illegible] grants may be given to managers [illegible] schools in aid of erecting [illegible] enlarging or re-building [illegible] hostels, or for the [illegible] play grounds gymnasia, [illegible]	The maximum building grant shall be one third of the total expenditure and no grant shall be *less* than Rs. 100. It is not to be assumed that the maximum grant will invariably be given. The circumstances of each case will be considered and the amount fixed accordingly			
[illegible] grants will as a rule [illegible] priority of [illegible] department reserves [illegible] them ac[illegible] exigencies.				
No grant will [illegible] towards repairs of [illegible] unless [illegible]	When the amount of the grant applied for does not exceed Rs. 500 the Inspector will forward the applica-			

Province.	System of Grant.	Building Grant (Rate).	Equipment Grant (Rate).	Maintenance Grant (Rate).	Remarks.
Central Provinces—*contd.*	The sanctioning authority shall, if it appears expedient, refer the plans and estimate to the Public Works department for scrutiny, and the managers shall carry out such alterations in them as that department may consider necessary before sanction is accorded to a grant. Before a building grant is sanctioned the managers must satisfy the sanctioning authority (1) of their ability to defray the share of the expenditure falling on them, (2) that the building is intended for and will be devoted to educational purposes and in part to secular education, (3) that their title to the site on which the building is to be erected is in good order. No steps shall be taken in carrying out the work on which a grant is applied for before sanction has been communicated to the managers. Where either government or a local body grants a building site it shall be competent for the sanctioning authority to reckon the value of the site either as part of the grant or as additional to it. Before payment of the grant or any portion thereof it shall be certified by the executive engineer or other competent officer of the Public Works department that the work on which the amount is claimed has been completed	tion with his recommendation to the director of public instruction through the deputy commissioner. The director of public instruction is empowered to sanction such grants on his own authority. When the amount exceeds Rs. 500, the inspector shall forward the application to the director of public instruction through the deputy commissioner, and the commissioner of the division, and the director of public instruction will apply for the sanction of the Local Administration.			

in accordance with the sanctioned plan and that its value is at l ast three times the amount of the grant. In cases where the work has been carried out under the charge of a divisional local fund engineer the certificate of that officer will be accepted.				
Before payment of the grant or any portion thereof the managers shall execute, if the grant is less than Rs. 500, a form of agreement, or, if it exceeds Rs. 500, a trust deed.				
Equipment. Special grants are also made towards the purchase of school appliances, furniture, laboratory or workshop equipment, libraries, gymnastic apparatus, etc.		*Equipment.* The maximum limit of equipment grants shall be half the expenditure and no grant of less than Rs. 50 shall be made. The amount awarded in each case shall be fixed at the discretion of the sanctioning authority.	*Female Education.* A grant of half the current expenses of a girls' school is given on the conditions stated in column 2	
Female Education. Special grants are given towards establishment of girls' schools for two years on the following conditions :— (1) that the villagers form a school committee of not less than three persons to manage the affairs of the school, (2) that the villagers supply suitable accommodation and provide the necessary furniture, i.e., one black board, one chair and one table, and that they contribute half of the current expenses of the school for the period of two years, (3) that the department is satisfied with the accommodation, the		All applications for such grants should be made to the inspector of chools of the circle, who will forward them with his recommendation to the director of public instruction. If the sum applied for does not exceed Rs. 200 the director of public instruction will sanction the grant on his own authority. If it exceeds Rs. 200 he shall apply for the sanction of the Local Administration. Sanction, when accorded, shall be communicated to the managers. Payment of		

Province.	System of Grant.	Building Grant (Rate).	Equipment Grant (Rate).	Maintenance Grant (Rate).	Remarks.
Central Provinces—*contd.*	competency of the staff appointed, and the work and conduct of the school, and that the returns and registers required by the department are properly maintained. *Note.*—The school may not be accommodated in a boys' school, nor may the master of a boys' school be employed in teaching in the girls' school. (4) that there are at least five girls in each of the classes 2 and 3 and not less than 10 in the lower classes. The grant thus earned will be paid yearly on submission of grant-in-aid bills. These should be forwarded by the deputy inspector through the deputy commissioner to the inspectress, who will deal with them as ordinarily grant-in-aid bills. At the end of two years the department will determine whether the school is of sufficient importance to be provincialised, whether it should continue to be an aided school, or whether the grant should be withdrawn. Rewards are given from provincial funds for encouraging the attendance of girls at boys' schools in villages where there is no separate girls' school. These are paid to masters of boys' schools who make successful efforts in inducing girls to attend their schools, provided they		grant will depend on financial considerations and will generally be made according to priority of application. No payment will be made unless the purchase of the articles has actually been completed and is substantiated by vouchers to the satisfaction of the director of public instruction.		

do so without detriment to their ordinary work. The girls must be enrolled in the ordinary classes and taught along with the boys, and not at separate hours nor in separate sections. The rewards will vary in value, and will be distributed on the recommendation of, and by the deputy commissioner of the district The deputy commissioner will make his recommendations each year in the month of February to the director of public instruction, who will allot such sum for rewards as may be available. *Grants to indigenous schools in Berar* With the object of encouraging primary education in backward places, grants in aid may be made to primary schools by district boards on the application of the deputy inspector, subject to the following conditions — (1) That not less than five of the *leading villagers, including the* patel, form a school committee and guarantee in writing the continuity of the school throughout the year and that it will be managed in accordance with the rules of the education department as regards curriculum, holidays, discipline and the like. (2) That the villagers supply suitable accommodation and provide the necessary furniture and apparatus, *viz*, one black board, one chair and one table (3) *That the deputy inspector is* satisfied of the competency of the teacher appointed by the			The grants to indigenous boys' school in Berar are paid on the following scale — *For* an average attendance of 10 boys nothing, from 10 to 15—Rs. 35, from 15 to 20—Rs 48 and an extra Rs. 12 for every five boys.	

Province.	System of Grant.	Building Grant (Rate).	Equipment Grant (Rate).	Maintenance Grant (Rate).	Remarks.
Central Provinces—*concld.*	committee to teach up to the required standard. (4) That registers of admission and attendance and a visitors' book are kept. (5) That grant-in-aid bills are submitted yearly. Payment is made to the Sarpanch of the school committee after the school has been inspected by the deputy inspector in charge of the range and certified by him to be deserving of the grant.				

APPENDIX XVII.

CALCULATION OF AVERAGE SCHOOL LIFE

The number attending school in any year is the product of the number attending in a lower class during some previous year more or less remote In recent years the number attending school has been increasing approximately at the rate of five per cent a year Hence in order to calculate the rate at which childrer
the columns he
to that under I
so on The result is as follows :—

1,485,000	have been at school under one year	
1,294,000	„ „ over one and under two years	
1,168,000	„ „ „ two , three years	
871,000	„ „ „ three „ four years	
654,000	„ „ „ four „ five years	
405,000	„ „ „ five „ six years	
217,000	„ „ „ six „ seven years	

An examination of these figures shows the rate of withdrawal in early years to be about 7 per cent each half year The number of entrants in the first year will have been exposed to the rate of withdrawal for six months on the average, and if the rate be taken here also as 7 per cent, we arrive at 1,600,000 as the probable number of entrants in the first year The number of those who withdraw before the close of the first year may therefore be taken as probably 115,000, and these may be reckoned as having been at school on the average for a quarter of a year

The withdrawals therefore are approximately—

115,000	children withdraw before the close of the first year, giving	29,000 units
101,000	„ „ after being at school for one year, giving	101,000 „
126,000	„ „ „ „ „ two years, „	252,000 „
297,000	„ „ „ „ „ three „ „	891,000 „
217 000	„ „ „ „ „ four „ „	868 000 „
249,000	„ „ „ „ „ five „ „	1,245,000 „
188,000	„ „ „ „ „ six „ „	1,128 000 „
217,000	„ „ „ „ „ seven „ „	1,519 000 „
	TOTAL OF UNITS	6 123,000

The total number of units divided by the probable initial number of entrants gives the average school life as 3 83 years

APPENDIX XVIII.

THE TEACHING OF OBJECT LESSONS AND OF SUBJECTS SPECIALLY SUITED TO AGRICULTURISTS' CHILDREN.

By Rai Sahib Lala Sundar Das Suri, M.A., Inspector of Schools, Multan Division.

The curriculum prescribed for urban primary schools is different from that in use in rural schools. The main difference lies in the provision made in the scheme used in rural schools for practical teaching in certain subjects to meet the needs of agriculturists—the aim being to adapt the scheme and methods of instruction to the surroundings of children in rural tracts, and so to equip them for the work in which they are likely to be engaged.

The teaching of object lessons, which forms a common feature of both types of schools, is, speaking generally, dull and uninteresting—a mere matter of routine. The method pursued is anything but rational and educative. The teacher either lets his pupils copy his "notes," which convey information on what is too obvious, arranged in an illogical manner under stereotyped heads, or else hurries through the syllabus. In either case the object too often is the repetition by the children at inspection time of points committed to memory. These "notes" are used in many cases for years without the slightest revision; sometimes, of course, for the sake of appearance they are re-copied; but as to fresh thinking each session there is hardly any attempt.

The teaching of object lessons, in so far as it is based on actual natural objects, is related to nature study. But this is seldom kept in view in arranging the syllabus of the year's work; advantage is not taken of the comparative abundance of natural products in different seasons. Here and there school gardens are kept up and apparently used for observation lessons; but these are exceptions. The illustrative material—charts and clay models—is necessarily of the cheapest kind, and by the lapse of time becomes unserviceable. The Delhi inspector writes: "In time and by rough usage the models break and the pictures fade away." The handling of object lessons on topics which are disconnected is always a matter requiring some skill; and it is no wonder that the average teacher in a primary school who has more than one class to teach in all subjects neglects the branch for which he is the least prepared by his personal inclination or professional training, and which evokes the least sympathy from the parents. Yet there are exceptions. The Rawalpindi inspector observes: "The teaching of common things has much improved," and this is probably true more or less of some schools in other divisions, particularly those in charge of men recently trained. The results obtained in the application of drawing to object lessons are in some cases not discouraging.

There is a tendency in some quarters to speak lightly of what is termed "literary education" as being not quite practical. This appears to me to be a too narrow view to take either of the training afforded by the literary subjects, or their utility in after-life, in whatever sphere the child may be called upon to work. It has been truly observed, "Mere ability to read and write opens at once a whole new world. He who possesses it can learn from the experience of all mankind, no longer from that of his parents and masters only." Much of course depends on teaching. Writing, for instance, is not confined merely to learning how to make certain forms, but includes the art of composition, the training to give clear and accurate expression to one's ideas—a very valuable equipment for all. Nor need abstract arithmetic occupy too much of a pupil's attention at school. The practical usefulness of arithmetic may be increased by better methods, and proper correlation with other subjects of study.

Another point which I wish to emphasise is that even the conservative east is being transformed by coming in contact with the progressive west.

Economic changes far reaching in their consequences are producing their natural effects The social life of the people their surroundings and ideals are not the same as they were A curriculum which is ill adapted to these external factors is not likely to produce the best results To select only one out of numerous illustrations that may be cited with the steady growth of wages and wage earning classes and the influx of workmen into towns owing to the commercial activity of the province the sudden prosperity of the zamindars in the colonies has taken away the stimulus to farm work and made them dependent more than before on field labourers Hence arises the desire of a growing section of zamindars to prepare their sons for other walks of life and hence the increased appreciation of literary education

Another limitation which is no less important is that the most important factor is the teacher the best scheme on paper may fail if it does not take account of the fitness of the teacher to work it

These considerations have a direct bearing on the question as to the measure of success achieved in the enforcement of the rural scheme

The large majority of teachers have had little or no training in the special subjects which they were called upon to teach They had under pressure to pick up some working knowledge not altogether tasteful and to impart it to the children under their charge The result has been that in several cases that came under review the pupils knew more than their masters For instance the fractional tables meant to be committed to memory for ready application in mental work in arithmetic were a stumbling block to many teachers while their pupils acquired some proficiency in them Again the way in which the native system of accounts was taught was indistinguishable in many cases from the ordinary method and it is only after persistent efforts that a change in the right direction is observable

It is notorious that the agriculturist in his dealings with the money lender has not only to pay exorbitant interest for the money he borrows in the hour of need but he is very often defrauded on account of his ignorance of the way in which the *banya* keeps his accounts With a view to protect zamindars from falling an easy prey to the iniquities of the money lender *bahi khata* (book keeping) is taught in rural schools This has met with varying success The *Lande* or *Mahajani* characters in which accounts are kept are difficult to decipher from the absence of vowels and they vary from place to place so that even in neighbouring villages and sometimes in the same village two wholly different characters may be in use with the result that the accounts kept by the *banya* remain a sealed book to all but himself In some districts attempt has been made to introduce the standard Amritsar characters while in others local characters have been adopted In some cases that came under my observation I found pupils simply bewildered by the maze presented to their eyes when they were required to read their *banya s* books In other cases the children were more successful It is open to question whether in most cases the meagre acquaintance with *Mahajani* characters does not fade away from memory in after life from want of practice though I have been assured to the contrary

Hundi (bill of exchange draft etc) writing forms another feature of the scheme Here again the progress achieved is slow and by no means commensurate with the efforts bestowed upon it Some teachers to save themselves the trouble of learning *Lande* teach *hundi* writing through the medium of Urdu thus defeating the very object of introducing the subject in schools

Agricultural readers (Kheti ki Kitab) are taught in the three higher classes but barring exceptional cases the teaching is not illustrated by natural objects within easy reach nor are pupils taken out occasionally to neighbouring fields to watch agricultural operations The only saving clause is that an appeal is probably made to the daily experience of children who live in rural surroundings

Lastly practical mensuration and instruction in land records kept by the *patwari* are deservedly given prominence in the course of studies Measures were devised to give a practical turn to the teaching of mensuration by the appointment of itinerant *patwaris* to give practical instruction to the teachers of primary schools Most schools are provided with the

necessary apparatus, which, however, is not regularly used. More recently in compliance with the Financial Commissioner's circular, dated the 5th January 1910, arrangements have been made in this division, and presumably in other divisions, for instruction in land records. Different plans have been adopted in different districts, to suit local conditions. The scheme has not yet passed the experimental stage, but it is evident that the *patwari* feels no inducement to work on the pittance he gets by way of allowance, and the village teacher leaves all to him. Where whole-time *girdawars* are employed better results are secured. One point is clearly brought out—the need for control over *patwaris* and *girdawars* by officers of their own department.

In conclusion, I may say that while in many respects elementary education is given on sound lines as far as the existing circumstances and the teaching staff available would allow, judged by modern standards and the advance made in the west, which is so often appealed to by the critic, there is considerable room for improvement. In a word teaching is to a great extent still formal, there is need for emphasis on concrete teaching, nature study, practical pursuits and knowledge gained from actual things. It is hoped that with the advent of better teachers of primary schools and a larger supply, which is now being urged on local bodies, the character of work done will advance in the right direction. But this will necessarily be a slow process; the pace cannot be quickened by a slavish imitation of western models.

APPENDIX XIX

SUBJECTS OF EXAMINATION FOR THE LAW DEPARTMENT

CALCUTTA

Bachelor of Law

Preliminary Examination in Law

1 Jurisprudence
2 Elements of Roman Law and Principles of Legislation
3 Hindu or Buddhist Law (for candidates from Burma)

Intermediate Examination in Law

1 Muhammadan Law
2 The Law relating to Persons
3 Law relating to Property including (*a*) Law of Transfer *inter vivos* and (*b*) Principles of English Law of Real Property, and the Law of Intestate and Testamentary Succession (exclusive of the Hindu and the Muhammadan Law of Intestate Succession)
4 Law of Contracts and Torts

Final Examination in Law

1 The Law relating to Property, including Law of Land Tenures Land Revenue and Prescription
2 Equity including the Law of Trust
3 Law of Evidence and Civil Procedure and Limitation
4 Law of Crimes and Criminal Procedure

Master of Law

1 Hindu or Muhammadan Law
2 Jurisprudence and Principles of Legislation
3 Principles and History of Roman Law
4 Private International Law
5 and 6 Any two of the following subjects —

(1) Principles of Equity
(2) The Law relating to the Transfer of Immovable Property and the Law of Prescription
(3) The Law relating to Wills
(4) The Law of Contracts and Torts
(5) Principles and History of the Law of Real and Personal Property
(6) Principles and History of the Law of Evidence
(7) History of English Law.

BOMBAY.

Bachelor of Laws.

First LL.B. Examination.

1. Roman Law.
2. General Jurisprudence.
3. The Law of Contracts and Torts.
4. The Law of Crimes and Criminal Procedure.

Second LL.B. Examination.

1. Succession and Family Rights with special reference to Hindu and Muhammadan Law.
2. The Law of Property, including the Law of Transfer, the Law of Easements and the following land tenures: Ryotwari, Watans, Saranjams, and Inams.
3. Equity with special reference to the Law of Trusts and Specific Relief.
4. The Law of Evidence, Civil Procedure and Limitation.

Master of Laws.

Branch I :—

1. Jurisprudence.
2. Roman Law.
3. International Law—Public and Private.
4. Principles of Legislation.
5. Constitutional Law (British and Indian).

Branch II :—

1. Hindu Law and Muhammadan Law.
2. The Law of Wills.
3. The Law of Marriage and Succession in British India.

Branch III :—

1. Real Property (including the Law of Vendors and Purchasers, Mortgages, Gifts and Leases, and the Law relating to Mines and Minerals, Foreshore and Seashore).
2. Principles of Equity with special reference to the Law of Trusts and Specific Relief.
3. The Law of Easements and Prescription.
4. Customary and Statute Law relating to Land Tenure in British India.

Branch IV :—

1. The Law of Contracts in general.
2. The Law of Agency, Partnership and Companies.
3. Mercantile and Maritime Law.
4. The Law of Torts.
5. The Law of Crimes.

(Candidates shall be examined in any one of the above.)

Madras

Bachelor of Laws

First Examination in Law

1 Jurisprudence
2 Roman Law
3 and 4 Contracts including Negotiable Instruments Torts Principles of Equity

B L Degree Examination

1 Theory and Law of Property including (*a*) the Law of Trusts and Trustees (*b*) the Transfer of Property
2 Hindu and Muhammadan Law
3 Law of Evidence
4 Criminal Law
5 Indian Constitutional Law (Principles of Equity)

Master of Laws

Branch I —

1 Jurisprudence Legislation
2 Roman Law General and Selections from the translated portion of the Digest
3 International Law—Public and Private
4 Constitutional Law and History Legal History

Branch II —

1 Real Property—General including the Law of Mines Qu[illegible] and Minerals Highways Main Roads and Brid[illegible] Foreshore and Seashore
2 Real Property—Transfer including the Princip[illegible] ancing and the Interpretation of Deeds Law of [illegible] Purchasers Mortgage and Landlord and Tenant
3 The Law of Trusts—Public and Private [illegible] Succession and Bankruptcy
4 History of the English and Indian Land La[illegible] ments and Profits

PUNJAB.

Bachelor of Law.

The First Examination in Law.

1. Law of Contract (including Specific Relief) and Torts.
2. Civil Procedure.
3. Revenue and Tenancy Law and Law relating to Alienation of Land and Pre-emption Law.
4. Criminal Law and Procedure.
5. Hindu and Muhammadan Law and the Customary Law of the Punjab.
6. The Law relating to Minors, Succession Certificates, Registration, Limitation and Court-fees.
7. The Law relating to Legal Practitioners, Punjab Courts, and Evidence.

LL.B. Examination.

1. Jurisprudence.
2. International Law—Public and Private.
3. Constitutional Law of England and India.
4. Roman Law.
5. Principles of Equity with special reference to Mortgages and Trusts.

The Honours-in-Law Examination.

(*a*) Jurisprudence :—
   (1) General Jurisprudence.
   (2) Principles and Theory of Legislation.

(*b*) Constitutional History and Constitutional Law of England and India.

(*c*) International Law—Public and Private.

(*d*) Roman Law, General History and the Institutes of Justinian.

(*e*) English Common Law and Equity—General Principles, including a knowledge of leading cases.

(*f*) Criminal Law :—
   (1) History of the English.
   (2) General Principles of Criminal Liability.

Mukhtar's Examination.

1. Law of Contract (including the Specific Relief) and of Torts.
2. Civil Procedure, Evidence Act and Punjab Courts Act.
3. Revenue and Tenancy Law and Law relating to Alienation of Land and Pre-emption Law.
4. Criminal Law and Procedure.
5. Hindu and Muhammadan Law and the Customary Law of the Punjab.
6. The Law relating to Minors, Succession Certificates, Registration, Limitation, Court-fees, Stamp Act and Legal Practitioners' Act.

ALLAHABAD

Bachelor of Laws

Previous Examination

1 Jurisprudence
2 The Law of Contracts
3 The Law of Easements and Torts
4 The Law of Evidence
5 Criminal Law and Procedure

LL B Examination

1 Civil Procedure, Limitation
2 The Law relating to Land Tenures Rent and Revenue in the United Provinces (The Central Provinces Tenancy and Land Revenue Acts for the Central Provinces candidates)
3 and 4 Hindu and Muhammadan Law, with statutory modifications thereof
5 The Law relating to Transfer of Property, including the Principles of Equity
6 Equity with special reference to Trust and Specific Relief
7 Jurisprudence and Constitutional Law

Master of Law Examination

1 Jurisprudence and Principles of Legislation
2 Roman Law
3 Law of Contracts in all its branches
4 Law of Torts Easements and Prescription
5 The Law relating to Transfer of Immovable Property
6 Principles of Equity, including the Law of Trusts and Specific Relief
7 Hindu or Muhammadan Law

APPENDIX XX.

MEDICAL SCHOOLS.

The introduction of the four-year curriculum has been the most important feature of the quinquennium. The new system has naturally resulted in additions to the teaching staffs being found necessary, and, in some of the schools, in more accommodation being required. The more stringent entrance examinations and the longer course have operated in the direction of marked reduction in the number of individuals entering the schools, and in a decrease of those obtaining the passing-out diploma. Everywhere efforts have been made to increase the staffs of these schools and improve the teaching and the results indicate that a far more efficient class of medical man is being turned out. The concessions as regards pay, too, have tended to make government service more popular than it has been for some years past.

The number of students attending these schools, including those who are only taking the compounders' course, are :—

	1907.	1912.
Madras	318	382
Bombay	307	318
Bengal	1,285	596
United Provinces	314	326
Punjab	394	322
Eastern Bengal and Assam	560	314
Burma	*Nil*	42
	3,178	2,300

In the Central Provinces there are still no facilities for medical education, but the establishment of a medical school at Nagpur is now under consideration by government.

Madras.

There are three schools in the Madras Presidency, the Prince of Wales Medical School, Tanjore, and the institutions at Royapuram and Vizagapatam.

The Royapuram school showed a marked decrease in the number of students at the beginning of the quinquennium. This has ceased, and the students now exceed 200. Large numbers of applications are received from matriculates for admission as private students; but with the existing buildings and facilities for instruction it is quite impossible to take more than a small proportion of them. The military class, formerly divided up among the three schools in the presidency, has now been concentrated at Royapuram.

The question of the retention of the Tanjore school has been under consideration, as there were very few students. During the last two years the numbers have risen again, and the matter of abolition has been deferred. More buildings are required to meet the requirements of the school.

The Vizagapatam school is small but is increasing in popularity; more private students would join if there were room for them. The hospital is being extended, and more clinical material will be available.

The demands of Burma on the Madras schools continue to be felt and the accommodation of the latter is barely sufficient to meet the needs of the presidency and the military class.

Bombay

There are three medical schools in the Bombay Presidency, the Byramjee Jeejeebhoy schools at Poona and Ahmedabad, and one at Hyderabad The extension of the course of instruction from three to four years began to operate in 1909 10

At Poona the teaching staff was strengthened in 1911-12, by an assistant surgeon, as teacher of chemistry, and three sub assistant surgeons, as tutors in chemistry, medicine and anatomy A new lecture room and dissecting room have been provided and the residential quarters have been improved The number of students at the close of the quinquennium was 124, of whom 35 were military and two were females

At Ahmedabad the teaching staff has been increased by the addition of an assistant surgeon and three sub assistant surgeons A hostel has been built which accommodates 67 students The number of students was about 140, of whom 52 were military and one was a female More class rooms are urgently needed, as the school has outgrown its requirements, and a maternity ward is very necessary

The school at Hyderabad is a small one, with only about 50 students Facilities for education have been improved by the erection of a new dissecting room and of a maternity ward, the latter enables the students to obtain clinical experience, instead of having to learn from models An assistant surgeon and three sub assistant surgeons have been added to the staff

Bengal

During the quinquennium there have been three medical schools in Bengal, *viz*, the Campbell School in Calcutta, the Temple School in Patna and the Cuttack School The most noticeable feature has been the decline in the number of students owing to the raising of the preliminary standard of education in 1905 06 This decline from 1,285 to 596 during the quinquennium resulted in the whole question of preliminary standards having to be reconsidered, and it has been found necessary to lower it By this means it has been possible, in the year 1911 12, to bring the number of regular medical students back to where it stood some years ago, *i e*, about 500 in the three schools, but only 58 per cent of these possessed the university entrance, F A, or matriculation qualifications There has been no appreciable increase in the Bihari and Uriya entrants, which is disappointing A good deal has been done to increase the teaching staffs of these institutions Additional teachers and tutors have been provided, and the school buildings and facilities for education have been extended as funds became available The number of students who pass it as "licensed medical practitioners" is about 50, but comparatively few of these appear to be willing to enter government service This condition may alter, however, now that the prospects have been improved

At the Campbell School, besides the superintendent, there are now 9 teachers, 2 honorary tutors, 6 tutors and 2 demonstrators, the physiology and pathology class rooms have been extended, and a new dissecting room and theatre are being built

At the Temple School a teacher and a demonstrator of physiology and pathology have been added to the staff A hostel for female students has been completed

At the Cuttack School a teacher of chemistry and physics and a demonstrator of medicine and pathology have been added, and the new physiology laboratory has been opened

There has been a slight rise in the number of female students, from 15 to 32, the number who qualify, however, is still only two or three a year

United Provinces

Admission to the civil class at Agra is now only open to residents of the United Provinces holding entrance certificates of the Allahabad University,

and a knowledge of English is required of students in the compounder class. The more stringent rules for admission, and dissatisfaction with the pay and prospects of government service, have operated to retard the growth of the school, as far as numbers are concerned. At the commencement of the quinquennium the students numbered 329 of whom 68 were women, and the corresponding figures at the end of that period were 326 and 72.

No additions have been made to the teaching staff, and few alterations have been found necessary in the school buildings. The hostel for female students, however, has been completed and the library and museum improved.

In spite of increased stringency of examinations there has been a satisfactory outturn of individuals obtaining the passing-out certificate.

Punjab.

The number of students attending the Lahore Medical School continues to increase, and has now completely outgrown the accommodation and teaching capacity of that institution. From 215 at the commencement it has reached 322 students at the end of the quinquennium. The temporary expedient of entering ward orderly students in the military class was rendered necessary by the boycott of the military sub-assistant surgeon branch; none have been entered for some years. The increase in popularity of government service, both military and civil, is no doubt the result of the improved pay and prospects recently granted.

The output of individuals to whom certificates have been given has diminished. In 1907-08 there were 83 successful out of 94 candidates, whereas in 1911-12 the number was 48. Much greater stringency, however, is now shown in the final examination.

The school will ultimately have to be moved from Lahore, as clinical material is insufficient for the requirements of both college and school. For years past the question of its removal to Amritsar has been under consideration, but nothing has yet been decided.

Burma.

A medical school was opened at Rangoon in January 1907, the intention being to train Burmans as medical practitioners and for government service. The school is in its infancy, and during the quinquennium the number of students has not risen as much as might have been expected. There were 44 students (including one woman), and half of these were non-Burmans. Want of accommodation has been greatly felt, especially as regards laboratories. On the other hand the Rangoon General Hospital affords a wide field for clinical instruction. A revised scheme for increasing the staff and the accommodation is under consideration.

Eastern Bengal and Assam.

During the quinquennium there were two schools, the Berry White School at Dibrugarh and the Dacca Medical School. As in Bengal, the difficulty of obtaining students with a university qualification of preliminary knowledge has had to be met by the substitution of a lower standard.

At Dibrugarh a military pupil class has been started, as a purely temporary measure, owing to the difficulty of obtaining students elsewhere. A class for compounders was also opened in 1908. The staff of the school, in addition to the superintendent, consists of 5 teachers and 5 demonstrators, one teacher having been added for the compounder class. Quarters for 24 more students have been built, and other improvements in the school have been proposed but await funds.

At Dacca a military pupil class was also started as a temporary measure. Very little change has to be recorded in the working of the school. A new *post-mortem* theatre has been built, and other extensions are contemplated. The staff, besides the superintendent, consists of five teachers and four assistants.

The total number of students at the two schools is 314 of whom 15 were women, the latter number includes the midwife or "dhai" class It is reported that female students are generally backward

The proportion of male students with a matriculation qualification is very low at the Dibrugarh School, and consists almost entirely of Bengalis

Central India

The medical school at Indore trains sub assistant surgeons for the service of native States in Central India It is paid for by these states and is under the residency surgeon, Indore, with a staff of two assistant surgeons and four sub assistant surgeons The school is increasing in popularity A hostel for 40 students has been built, and it is under contemplation to train those students who have hitherto been sent to the Agra Medical School for the Rajputana States At present there are 72 students

APPENDIX XXI.

EXPENDITURE ON MEDICAL COLLEGES AND SCHOOLS.

Name of College or School.	1907.	1912.
	Rs.	Rs.
Medical College, Calcutta	2,52,118	2,93,229
Ditto Madras	1,94,573	1,89,581
Ditto Bombay	2,[illegible]0,715	2,21,194
Ditto Lahore	1,12,879	91,957
Campbell Medical School, Sealdah	66,374	74,678
Temple Medical School, Patna	55,151	4,486
Orissa Medical School, Cuttack	23,023	26,599
Byramjee Jeejeebhoy Medical School, Poona	29,653	31,310
Ditto ditto Ahmedabad	24,156	23,844
Berry White Medical School, Dibrugarh	29,062	83,881
Ditto ditto Dacca	32,682	37,222
Medical School, Agra	64,167	73,314
Ditto Royapuram	30,512	32,438
Ditto Vizagapatam	17,265	17,871
Ditto Tanjore	11,598	13,819
Ditto Rangoon	13,459	23,998
Ditto Hyderabad (Sind)	2,917	4,308
Central India Medical School, Indore	12,905	25,385

APPENDIX XXII.

Statement showing Provincial Forest Schools and Classes

Province	Locality of schools or classes	Staff	Length of course	Class of students to be trained	Number of students annually admitted.	REMARKS
Madras	Coimbatore *English college*	1 Principal 2. Two imperial service instructors 3 Three provincial assistant instructors	21 months from 1st July	Rangers	Such number as the principal subject to the orders of government, may from time to time decide	Opened on 1st July 1912. Also trains students from Coorg
	2 vernacular classes — One in the Tamil one in the Telugu districts	Two rangers (one acts as drill instructor)	6 months (1st February to 31st July)	Foresters and guards	A maximum of 30 in each class	A third vernacular class for Southern Circle has been sanctioned for 3 years at present
Bombay— (1) Southern Circle	Belgaum *Vernacular class*	Extra assistant conservator	8 months from about 1st March.	Foresters and guards	15 or 20	Opened from 3rd March 1908
(2) Central Circle	Poona *Vernacular class*	Ditto	Ditto	Ditto	10	Opened from 11th June 1908
(3) Northern Circle.	Thana *Vernacular class*	Extra assistant conservator assisted by a ranger	Ditto	Ditto	25	Opened from 15th June 1908
Bengal	Kurseong *English school*				16	Opened in June 1907 For the present subordinates from Bihar and Orissa are also trained here.
United Provinces	Ramnagar *Vernacular class*	A provincial service officer under supervision of conservator Western Circle.	8 months from 1st November in each year	Deputy rangers, foresters and guards.	10 or 12	Opened from 1st November 1907
Punjab	Lahore division *Practical course*	Extra assistant conservator assisted by a ranger working under control of divisional forest officer Lahore	9 months partly in the plains partly in the hills	Foresters and guards	No limit	Started on 15th April 1909
Burma	Pyinmana *English and vernacular school*	Director 1st instructor 2nd instructor vernacular instructor and assistant vernacular instructor who also acts as curator	23½ months each for the English and vernacular courses	Rangers, deputy rangers, foresters and guards	A maximum of 10 for the English and 20 for the vernacular course	Established in 1899 at Tharrawaddy and moved to Pyinmana in November 1910
Bihar and Orissa						The forest subordinates of Bihar and Orissa below the rank of ranger are at present trained at the Kurseong Forest School, Bengal.
Central Provinces.	Balaghat *Vernacular school*	Director Instructor (extra assistant conservator of forests) assistant instructor (forest ranger) and drill instructor who also acts as curator (deputy ranger).	Over one year commencing from 1st March in each year	Deputy rangers, foresters and guards.	30 (7 for each of the three circles 4 for feudatories or zamindaries in Central Provinces and 5 for native States in Central India)	Opened in 19 7
Assam	Shillong or any other division that may be selected. *English class*	A specially deputed assistant conservator or provincial service officer assisted by a ranger	12 months from 1st May	Deputy rangers, foresters and guards.	10	Opened on 15th October 1908 at Kurkuguru, and transferred on 1st May 1912 to Shillong

APPENDIX XXIII.

Figures of veterinary colleges.

Name of College.	Maximum number of students on college rolls during the year: [illegible]	1908-09	1909-10	1910-11	1911-12	Number of students who graduated: 1907-08	1908-09	1909-10	1910-11	1911-12	Expenditure: 1907-08	1908-09	1909-10	1910-11	1911-12
											Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
[illegible]	[illegible]	74	[illegible]	[illegible]	51	17	24	13	10	13	9,970 0 8	10,562 2 10	10,160 3 1	36,222 10 1	10,591 12 11
[illegible]	111	107	[illegible]	107	[illegible]	21	17	20	22	25	(a) 1,12,804 11 9	(b) 59,779 0 0	51,070 12 4	61,233 8 0	56,790 15 10
[illegible]	[illegible]	[illegible]	[illegible]	176	[illegible]	17	25	32	35	25	18,782 2 1	11,315 14 11	11,819 2 0	14,057 4 3	15,244 0 1
[illegible]	[illegible]		210	317	193	71	69	68	63	54	67,040 0 0	77,890 0 0	77,695 0 0	74,410 0 0	73,998 0 0
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	116	135	142	130	117	2,09,602 10 0	1,58,878 1 0	1,51,041 1 5	2,15,062 3 3	1,56,235 5 10

(a) [illegible]

(b) Figure taken from the civil budget estimate for 1910-11, as no figure is available from the annual report (provincial).

APPENDIX XXIV

TRAINING INSTITUTIONS IN PROVINCES

Madras

Madras has 64 training institutions for men with 2 829 pupils It is noticeable that no less than 15 of these institutions are under private management (largely of missions) all but one being in receipt of aid 31 are managed by government 18 by local bodies Educationally they fall into three classes —

(*a*) Collegiate grade for the training of graduates Till 1911 there were two institutions under this category—the Saidapet and the Rajahmundry colleges which together contained 57 students The Rajahmundry College was always something of a makeshift designed for the convenience of the Northern Circars from which previously to the construction of the East Coast Railway access to Madras was difficult It 1911 it was closed and the Saidapet College was strengthened by increase of its staff and enlarged by the addition of the buildings previously occupied by the Agricultural College In July of that year 100 graduates were admitted at Saidapet and it is [illegible] ended that not less than that number shall be trained [illegible] year The diploma is the degree of licentiate of teaching [illegible] Madras University

(*b*) Secondary grade for under graduates and those [illegible] passed an examination equivalent to the matriculation [illegible] obtained satisfactory school leaving certificates [illegible] purely professional is conducted in English [illegible] a year But an important scheme of reorganisation [illegible] considera tion wherein it is proposed to prolong [illegible] two years [illegible] under training [illegible] education [illegible] There are [illegible] secondary training schools [illegible] pupils [illegible] pupils have generally had [illegible] teaching [illegible] they come to the school an [illegible] to be [illegible] in the lower classes or [illegible] heads [illegible] elementary schools

(*c*) Elementary grade for [illegible] matriculation or a [illegible] lower secondary [illegible] vernacular and [illegible] tion The pupil [illegible] elementary [illegible] elementary [illegible] third form [illegible] There are [illegible] fied as [illegible] the class [illegible] pupil [illegible] in elementary [illegible] [illegible]

Vacation classes [illegible] discontinued. It [illegible] of government [illegible] pay or on Rs [illegible] Teachers as [illegible]

Thus, the number of pupils in the collegiate grade has nearly doubled and that in the secondary and elementary grades has risen from 1,451 to 2,552 during the quinquennium. In addition, the courses have been remodelled, the period of training extended, the rules of certification altered and the staffs of the training schools reorganised. Practising schools were previously attached to these institutions. This arrangement was found to react adversely on those under training, because too much of their time was devoted to the classes, too little to the extension of their general knowledge; and on the school pupils, because the teaching was necessarily indifferent. Model schools, with separate staffs of their own, were accordingly substituted for practising schools in 1907-08, and have greatly facilitated the work of training. Building operations were brisk during the first half of the period. Later on these and the provision of hostels on a type-design have been postponed pending the completion of the reorganisation scheme. This scheme, which is still under consideration, contemplates the abolition of the secondary schools and the substitution for them of classes each attached to a college or a high school, also the increase of higher elementary schools and better geographical distribution. "The success of the training school work," says Sir A. Bourne, "as tested by the examinations for teachers' certificates has certainly not been unsatisfactory, the percentage of success both in the final and preliminary examinations having remained throughout the quinquennium at the level of about 70 and 65 for the secondary and elementary teachers respectively." The period has been one of expansion, organisation and the planning of further improvement. The presidency is fortunate in having a special inspector of training and European schools. A feature of some of the schools is that they have good gardens and agricultural instructors posted to them.

The total cost of training masters is Rs. 4,30,093 a year. The average number on the rolls during the last year having been 2,675, the average cost per pupil is Rs. 160, of which Rs. 108 is the cost per pupil to government. The expenditure on stipends amounts to Rs. 66,178; the value of the stipends is Rs. 15 in the collegiate, Rs. 10 in the secondary, Rs. 7 in the elementary grade.

Bombay.

The Bombay University offers no degree for teaching. Hence the course, examination and award of certificates rest wholly with the department, and, though some of the institutions are designated colleges, all figure in the tables under the heading of schools. There is one college for secondary teachers called the Secondary Teachers' Training College and situated at Bombay. The college was opened in 1906. The system of admission has been changed during the quinquennium. Stipendiaries are no longer selected; but the college receives 29 teachers deputed from government schools, and five from aided schools. The record of the institution has been one of sustained progress and success, under somewhat discouraging conditions which will now be removed. At present the college has no building of its own, but occupies two class-rooms in the Elphinstone High School, and lacks hostels* and playground. Its equipment is reported to be good; there are a museum and a collection of examples of art suitable for schools. In two respects, the college has hitherto failed to have its full effect. There are numbers of teachers employed close to the college to whom six different courses on important branches of professional knowledge have been offered free and at convenient hours. "In spite of full advertisement and cordial invitation, the open lectures of the college were completely ignored by the untrained secondary teachers of Bombay." Secondly, the trained teachers go forth as ardent reformers to schools where modern ideas are regarded as heresies and innovations viewed with distrust. This is likely to continue till there has arisen a generation of college-trained headmasters and deputy inspectors.

In addition to the college for secondary teachers, 20 institutions are returned for training male vernacular teachers. Eighteen of these are managed by government, one by the States of Kathiawar, and one is aided. Each of the four divisions and likewise Kathiawar, has a vernacular training

* Since provided.

college for men (and, it may be added, another for women). These training colleges for vernacular teachers are situated at Poona, Dharwar, Ahmedabad, Hyderabad (Sind) and Rajkot. The Central Division has also a training school at Dhulia. [illegible] the American Mission at Nagar. [illegible] limited to those who have passed t[illegible] rse may be of one, two or three years according as a candidate aspires to be held eligible for a rate of pay of Rs. 12, 15 or 20 to 25 a month and is specially selected for the full three years' course by the inspector. The stipends for those under training vary from Rs. 7 to Rs. 10 a month In addition to these institutions, a special grant was sanctioned towards the close of the period for the instruction of untrained teachers. Classes were experimentally opened to the number of 25—five in the Central, six in the Northern, and 13 in the Southern Division and one in Sind. Only the classes and pupils in the Southern Division are included in the returns, which would otherwise presumably show 31 vernacular training institutions and a larger number of pupils. The length of course and nature of instruction are not described But in the Southern Division, we learn that a teacher on Rs. 25 manages the class, that each class is attached to an existing school and that a few scholarships are provided

Thus the total number which has been returned for men's training institutions (including the college for secondary teachers) is 21. The average number of pupils was 1,307. The cost was nearly 2¼ lakhs of rupees, of which 2 lakhs were paid from public funds, and over Rs. 13,000 by the native states

educationists in Bihar. "Unless," the quotation proceeds "a similar institution is given to Bihar, the educational disadvantages under which the Biharis at present labour in comparison with the more fortunate races of Lower Bengal will be greatly accentuated." A natural comment is made in the report regarding the small outturn of these institutions. But inspectors speak highly of the work of those who have been trained.

(*ii*) There are eight training schools (exclusive of one managed by the Baptist Mission at Serampore which submits no returns) for teachers of the higher classes of vernacular schools, the vernacular classes of secondary English schools and head teachers of *guru*-training schools. (An additional school is contemplated at Bhagalpur.) Seven are government institutions, situated in Calcutta and at Hooghly, Patna, Ranchi, Cuttack, Motihari and Daltonganj. The only connection with the English training system is that the schools in Calcutta and at Patna are under the superintendence of the principals of the training colleges. The eighth is an aided institution managed by the Church Missionary Society at Krishnagar. The number of pupils appears to be 480. The qualification for admission is the primary examination. The course is of three years. It has already been noticed that English was added during the quinquennium as a subject of instruction. Departmental examinations are held at the end of the second and third years. The stipends number 25 in the larger, 17 in the smaller schools, and are of the value of Rs. 4 a month, save at Ranchi, where Rs. 5 is given. It may at first sight seem curious that the stipend in these schools is lower than that given in the lower class of institutions intended for the training of *gurus*. The reason is that the training schools generally attract youths who are fresh from school and are not already in employ and who can look forward to more lucrative employment than can the teacher of a lower primary school. Indeed it would appear from the report for 1910-11 from the Chhota Nagpur division that this employment is sufficiently attractive to induce competition; for the majority of those who passed out in 1910 were still unemployed. The cost of these schools (apparently excluding that of the Daltonganj school) was Rs. 71,958 of which all save Rs. 5,507 was from provincial funds.

(*iii*) *Guru*-training schools prepare teachers for the great mass of elementary schools—mainly lower primary schools. There has been an enormous expansion of these institutions during the period—from 111 to 204. Of the present number 201 are government institutions and three are under mission management. The number of pupils has risen from 1,424 to 3,012: the expenditure from Rs. 87,020 to Rs. 2,89,759* (inclusive of the Daltonganj training school); the number of passes from 482 to 953. The director has recommended the establishment of 100 additional schools. All the expenditure save about Rs. 14,000 comes from provincial revenues. Each government school has three instructors on Rs. 18, Rs. 10, and Rs. 8 a month. Sixteen stipends ranging from Rs. 5 to Rs. 10 are allowed at each institution and are calculated to cost Rs. 125. An additional Rs. 5 for contingencies brings the monthly cost of a school to Rs. 166. It is not explained why the actual annual cost is so much less than that involved in maintaining 201 schools at this rate. An explanation that suggests itself is that while there were 2,998 pupils in these 201 schools in 1911-12, only 953 completed the full course; others may have relinquished their stipends. The report does not state the

* This figure added to that given for training schools does not quite coincide with the figures given in table IV of the report. But the discrepancy is negligible.

qualifications ordinarily possessed by the pupils admitted (nor does the code lay down anything in particular as the minimum qualification), 'it is reported from Burdwan that the passed *gurus* are well versed in the methods of teaching, but so deficient in general knowledge that they cannot apply the methods properly" The course is of one year for those who have passed the middle school examination or standard VI of the new vernacular scheme of education and of two years for others, and comprises general knowledge and art of teaching Some of the schools are specially arranged for the instruction of *mianjis* (Muhammadan school teachers); and three for aboriginals

(iv) There are special arrangements for the instruction or examination of teachers, both English and vernacular (a) For English teachers there is the examination in English idiom and pronunciation which was formerly the only kind of test prescribed for teachers of this class Also, inspectors hold half-yearly examinations in teaching with practical tests The opinion is that these arrangements are useful (b) Similar tests in teaching are held for vernacular masters It is thought that these could be better conducted at training schools Courses of six weeks are also arranged at these institutions for teachers of lower classes in secondary schools, subordinate inspecting officers and *guru* instructors The plan is unsatisfactory, as it interferes with the regular work Deputy inspectors collect their inspecting subordinates at centres for practical demonstrations of teaching methods

United Provinces

A main item of reform has been the reorganisation of the training college at Allahabad and the foundation of a college at Lucknow for the reception of non graduate applicants Both these events took place in 1909 The university, which has instituted a post graduate degree of licentiate in teaching, demanded a radical revision of arrangements before it would grant affiliation for the purposes of the degree The college at Allahabad has accordingly received an improved staff, including a principal and a vice principal in the Indian educational service, enlarged accommodation and a grant for books and appliances At the same time, owing to the impossibility of efficiently instructing in the same institution M A's and those who had passed only the entrance examination, a new college for under graduates was opened at Lucknow, with a European principal on special pay

The arrangement for secondary training accordingly consists of two institutions The Allahabad College prepares graduates for the university degree of licentiate in teaching Notwithstanding that special stipends are given, the entries are not numerous, and the qualifications of the entrants are not high The enrolment is only 26 This is the more to be regretted as the organisation of the college appears to be particularly good and the instruction imparted of a practical nature The Government High School and [illegible] Specialisation in methods [illegible] encouraged, and a manual [illegible] passed through the course and, what was perhaps hardly to be looked for, took readily to the work and showed in not a few instances considerable aptitude ' All, writes the principal, have "learnt the difference between accuracy and vagueness, they know what perseverance means, and have gained, what most Indian teachers lack, a respect for work done with the hands' The Lucknow College offers 48 stipends—half for those who have passed the intermediate examination half for matriculates or school leaving certificate holders The course is a departmental one In the three years during which the college has been at work, 38, 46 and 47 students respectively have completed the course There is now no lack of applicants But the material is mediocre—a fact which constitutes a serious drag on the efforts of the instructors The enrolment of the two colleges is 73, and the average [illegible]

The organisation for the training of vernacular teachers includes (*a*) normal schools, (*b*) training classes, and (*c*) teachers' meetings.

(*a*) There are now seven normal schools. They are maintained by government. The decline in the number of pupils from 707 to 466 is due to the policy that has been pursued—the reduction of unwieldy classes for which, especially, adequate provision for practice could not be made, and the decision to train lower primary teachers in separate institutions. The normal school prepares teachers of middle vernacular and headmasters of upper primary schools. For this purpose the reduced classes are sufficient. Mr. de la Fosse says of these schools, "Steps have been taken to improve the system of instruction and training. The revised curriculum, which has come into force, provides a more liberal and suitable intellectual diet. A qualified drawing master has been added to the staff of each school with good results, clay modelling has been successfully introduced, and attempts are being made to introduce more reality into nature study and object-lessons. The standard of the certificate examination has been raised, and stereotyped mechanical methods have been discouraged. But the traditions of a narrow and wooden system of training have taken deep root and are not easily or quickly eradicated; nor can too much be expected from a class of men whose mental outlook is and must remain necessarily circumscribed. The inspector of normal schools notes that 'a genuine taste for reading books outside their course is still to be created among them.' But it must be remembered that their time is very fully occupied with the necessary tasks of their daily round. Nevertheless it is true, as the inspector of Lucknow remarks, that 'their chief defect lies in the meagreness of their educational attainment,' and 'they are notoriously weak in language subjects and in such subjects as history and geography.' The net result of a course in the principles of teaching too often appears to be, not the acquisition of real professional skill, but the absorption of a 'hoard of petty maxims,' which they are unable to apply intelligently. Frequently they do not unlearn the evil of the cramming to which they are exposed at school. The problem is a stubborn one, and the chief hope for the future lies in the gradual filtering into the schools through the staffs of the sounder methods of training now cultivated at the training colleges."

(*b*) The training of lower primary teachers and of assistants in upper primary schools is carried out in training classes attached to middle vernacular schools. Hence they are under the management of local bodies. A special instructor is attached to each school. It is satisfactory that the qualifications for admission, previously the upper primary certificate, is now in practice the completion of the middle vernacular course; last year only 27 of those admitted had attained a lower standard. Each class is limited to six pupils. The few exceptions to this rule are regarded with disfavour as tending to result in insufficient practice. The stipend is generally Rs. 6, sometimes Rs. 5. The length of the course is one year. In 1907, there were 48 of these classes. So successful has the scheme proved that there are now 109 schools with 649 pupils.* The aim is to give a thoroughly practical training. Recently the system has been introduced in one circle of occasionally setting a pupil-teacher to conduct several classes simultaneously, as this, unfortunately, will be his actual task in the average lower primary school. Equipment and accommodation are said to be generally good, government having given various building grants—Rs. 50,000 in one year alone. The present classes are said to be insufficient to meet the needs of the schools and will become less so as elementary education expands. The existing teachers who are selected for admission to these classes join with reluctance. This is not to be wondered at, as sometimes they have to leave posts of which the pay is higher than the training stipend, and sometimes they return to pay no higher than that which they drew before training or that enjoyed by the untrained. A good example has been set by the Lucknow district, where an initial pay of Rs. 10 is now assured to those who have completed the course.

(*c*) To make up the deficiency and to instil some ideas of method into the mass of primary teachers who, especially in aided schools, are still

* General table III shews 108 schools and an average enrolment of 643 pupils.

untrained conferences are held, presided over by one of the district inspecting staff Of the value of these meetings varying opinions are held and it is remarked that the personal equation of the presiding officer must be a potent factor The chairman of the Allahabad board after stating that 245 teachers were summoned to 22 different centres proceeds— These conferences give the village teachers chance to discuss the method of teaching and exchange ideas with one another and the inspecting officers It infuses new life and energy into the teachers and makes them set forth on the new year s work with revived vigour Other views are less optimistic and the director remarks, in regard to a proposal that each untrained teacher should attend a meeting each year, that new method descanted on in the same way by the same officer, might begin to pall at last

Punjab

The institution for secondary teachers in the Punjab is the Central Training College Lahore It contains classes for graduates and under graduates It has been largely reorganised during the period The clerical and commercial side was abolished owing to dearth of candidates and difficulty in arranging for sufficiently practical instruction The college has been popularised in two ways In the first place teachers in government and board schools are now permitted to draw their full pay during training if their salary does not exceed Rs 40 a month and three quarters if it exceeds that sum In the second place graduates are no longer required to study for two years a special one year s course having now been instituted leading up to the B T examination On the other hand those who have passed only the matriculation examination have now to study for two years in the junior anglo vernacular course These changes have considerably increased the number of graduates under training—now 34 and they also ensure for under graduates a more effective course The average cost of training a pupil is just over Rs 317 a year

The training of vernacular teachers is carried out in five normal schools (one for each division) and in classes attached to vernacular middle schools In the former stipends have been raised to Rs 8 and the course reduced to one year Candidates for admission must have passed the vernacular middle school examination The charges just noted and the increase in the pay of primary school teachers have added to the popularity of the normal schools and have attracted a better type of pupil With the reduction of the period required for obtaining a certificate the course has been made as simple and practical as possible It contains some agricultural instruction intended to improve the teaching of object lessons The training classes give a short six months course to untrained assistant teachers in village schools who have not passed beyond the upper primary stage They have now been opened in a number of districts The cost of vernacular training is Rs 69 189 or about Rs 154 per pupil Practically the whole amount is met by government Selected teachers are sent on from normal schools to undergo a higher course in a vernacular class attached to the Central Training College

Burma

Training arrangements in Burma require somewhat special notice As will presently be shown in detail the bulk of the training is done in normal schools where the courses lead to three grades of anglo vernacular and three grades of vernacular certificates Teachers however may compete at the professional test without normal training and vernacular teachers do so in considerable numbers Finally there is a vernacular pupil teacher system

There is no training college There are eight normal schools—five managed by government and three aided under mission management The government schools are at Rangoon Mandalay Moulmein Akyab and Toungoo The normal schools may or may not contain classes for the training both of anglo-vernacular and of vernacular teachers The courses taught in them have undergone considerable revision

The main feature of the old anglo-vernacular course was the lack of differentiation between normal and ordinary schools and pupils, professional work being taken out of school-hours, and an ordinary as well as a professional test being prescribed for the students in two of the grades. These grades of certificates were three. The *primary* required for admission a pass by the fifth standard and a pass by the seventh standard before award of certificate. The *secondary* required a pass by the seventh standard for admission and a pass by the entrance (matriculation) before award of the certificate. The *higher* was open to those who had passed the matriculation or a higher university examination, and here alone there was no special literary test at the close of the course. The course of study for each certificate extended over three years, and closed with a written examination in theory and method as well as a practical test, in addition to the ordinary literary tests prescribed for the two lower certificates. Under the reorganisation there are still three grades of certificate, but only two courses, the same course serving for the award of the *primary* and *middle school* certificates. The first of these two courses requires a pass by the seventh standard for admission and extends over two years. The *primary* certificate is awarded to those who in the concluding test deserve no higher recognition but at the same time do not fail. The *middle school* certificate is awarded to those who succeed. The *high school* grade entails a three years' course and, in addition to the middle school certificate, a pass in a special literary examination. The periods are not cumulative—that is to say, a candidate can win the middle school certificate after two years, and the high school certificate after the third year of his training. The literary examinations which close the courses are conducted by the department, those in theory and method by the Educational Syndicate. After passing these, candidates are again tested in practical teaching by the department. The main changes effected are that a candidate (unless a teacher already in service) has to go through a whole-time training course at a normal school, and that special and harder literary tests have been substituted for the seventh standard and the matriculation. Another important reform is that the initial qualification and the minimum age for admission (fifteen years instead of twelve) have been raised in the case of those who subsequently earn primary certificates, while the whole system has been simplified—a two years' course leading to the middle school certificate being now the common groundwork for the other certificates also, a year's special training being merely added in the case of high school certificate candidates. There was previously a system under which untrained candidates could appear at the professional tests. This system was abolished at the end of the last quinquennium, but has now been restored, with this difference, that only teachers may appear, and only under certain conditions. This has greatly reduced the number of such passes, which sank to ten in 1912.

Vernacular certificates were previously of two grades. The *primary* required for admission a pass by the fourth vernacular standard, and involved a course of two years. The *secondary* demanded a fifth standard pass for admission, a course of three years and a pass by the vernacular school seventh standard before award of certificate. These courses also have been reorganised and are now three in number—the *primary*, *middle school* and *high school*. The qualification for admission to the first two of these courses is the completion of the sixth vernacular standard; and here also the minimum age for admission has been raised to fifteen years. Special and harder literary tests have been substituted for those previously demanded. These and the professional and practical tests are conducted by the department and the Educational Syndicate, as in the case of anglo-vernacular certificates. Here, however, the primary and middle school courses are distinct, being for two and three years respectively, while the high school certificate course requires four years. The distinction has now, as in the case of anglo-vernacular courses, been made complete between ordinary and normal school classes; and, to secure a certificate, whole-time study in the latter is required. The exception is that vernacular teachers who have taught satisfactorily for two years in a recognised school are allowed to appear at the Educational Syndicate's examinations in theory and practice without attending a normal

school This has not as in the case of anglo vernacular examinations, limited the number of candidates which in 1912 was no less than 897 But stricter conditions have reduced the number of passes—only 158 in 1912 The pupil teacher system still exists There are 243 pupil teachers The rules pertaining to them have been revised and efforts have been made to induce them to proceed to vernacular schools but without much success

These changes are calculated to remedy the grave defects noticed in the report for 1906 07— the lowness of the qualifications for admission and the unsuitability of the final literary tests the unsatisfactory position of the professional work and the misuse of the opportunities that normal schools provided together with the generally confused exposition of the rules The inspector of normal schools is enthusiastic on the working of the new system and urges a further stiffening of the standard A sub committee of the Educational Syndicate (whose views have not altogether commended them selves to the latter body) does not share this enthusiasm It disapproves (among other things) of the substitution of special for ordinary literary courses of the identity of the primary and middle school certificate courses and (admit [illegible]) of the sacrifice of training in practical method to the [illegible] theoretical subjects In antithesis to the sub [illegible] that normal students should be allowed to prepare for the matriculation high school or intermediate examination synchronously with their professional course Mr Covernton remarks that there is a general feeling that adjustment should be in the direction of comparatively short courses of purely professional training after the requisite literary attainments have been acquired in ordinary schools or colleges Such a system he urges would provide for sufficiently high literary qualifications would ensure genuine and practical training and would be not only simpler than the present complex arrangements but more in harmony with systems commonly adopted in England and elsewhere"

Owing to various causes some of which are connected with the reorganisation of the courses the total number of students in normal schools for men has fallen from 448 in 1906 07 to 329 of whom 42 are women (women being admitted to normal schools for men in Burma though the compliment is not returned in schools for women) The reduction in the number of stipends (in order to permit their rate being raised from Rs 7 to Rs 10) is not responsible for this since the number of students exceeds the number of stipends available The cost of the normal schools is over 1½ lakhs of rupees or about Rs 465 per pupil All of the cost save Rs 10 000 is met from provincial funds During the last three years the number of those who have with or without training passed the certificate examinations of the Educational Syndicate has averaged 97 in the case of anglo vernacular and 250 in that of vernacular teachers The output appears to provide fairly for anglo vernacular schools the number of teachers in which is 1 206 of whom 976 are trained or certificated The same cannot be said of vernacular schools where the answering figures are 10 132 and 1 369 There is a trained or certificated teacher for every twenty five pupils in English teaching schools (including European schools) and for every 170 pupils in vernacular schools In addition to these there are some 1¼ million boys and girls who appear not to be at school for whom if we allow fifty pupils per teacher 26 000 teachers are required "These figures" remarks the director "will give some idea of the magnitude of one of the problems involved in projects for the general expansion of education"

A new building for one of the government normal schools has been completed and that for another begun during the quinquennium The school at Rangoon is badly in need of new buildings The equipment for elementary science is stated to be still very deficient

Eastern Bengal and Assam

In Eastern Bengal and Assam the general system is similar to that in Bengal with a few differences which are noted

(i) Previous to the quinquennium there was no attempt to [illegible] teachers for English schools save that in Assam a small [illegible]

ing school was attached to the government high school at Shillong, and that in Eastern Bengal there were half-yearly examinations in the art of teaching and pronunciation and idiom in English. During the quinquennium, however, a training college was established at Dacca. It is affiliated to the Calcutta University and teaches candidates both for the B. T. degree and for the licentiate in teaching. It is accommodated in its own building with a practising high school. The staff consists of two members of the Indian educational service, two of the provincial service and two of the subordinate service. At the end of the quinquennium it contained 37 students, namely, six teachers in private employ, six candidates for employment and 25 government servants. The majority live in hostels. Teachers in government schools receive full pay, candidates receive stipends of Rs. 20 or Rs. 15, teachers of aided schools make their arrangements with their school committees. The cost in 1911-12 was Rs. 44,523.

(*ii*) There are five divisional vernacular training schools—at Dacca, Rangpur, Chittagong, Jorhat and Silchar. A curriculum for these schools was framed during the quinquennium, including general knowledge, method, practical instruction, physical training, etc. Ordinarily speaking, those are admitted who have passed the middle vernacular standard. But in the two schools in Assam those who have passed the upper primary are also admitted with special sanction. Exclusive of Silchar, for which figures are not given, there were 327 pupils on the rolls at the end of the period. These, if already teachers, receive stipends of Rs. 7 a month; if not, of Rs. 6. The course is of two years, save for teachers already in employ, who undergo a one year's course. The inspectors consider this arrangement is unsatisfactory, and that there should be a return to the three years' course.

(*iii*) Elementary teachers are trained, as in Bengal, in *guru*-training schools. But here, the development has been slightly different from that in Bengal. The number of these schools has not been increased. Instead, the number of stipends tenable in each has been enhanced, new and larger buildings erected, and hostel accommodation added. The system, however, is still recognised as unsatisfactory, and a comprehensive scheme of reform was framed and sanctioned during the quinquennium. The number of schools will not be materially increased. There will be 40 schools, each accommodating 40 pupils with stipends of Rs. 7 in the case of existing teachers and Rs. 6 in the case of candidates. The principal reform, however, is the improvement of the staff. The headmaster will either be a member of the subordinate educational service on an average pay of Rs. 96 instead of the present paltry pay of Rs. 18 a month, or an experienced vernacular teacher on Rs. 30 a month with a special allowance of Rs. 20. The assistants will be on Rs. 30 a month. The course will be of one year for existing teachers or for candidates who have passed the middle vernacular standard. For the rest it will be of two years.

The arrangements in Assam are different. Elementary teachers for schools in the plains are trained in classes attached to the training schools at Jorhat and Silchar. Each of these receives 60 such pupils at a time, on stipends of Rs. 6, or if they are already teachers in board schools, on the pay of their posts. The defect of an otherwise promising system is that the length of the course has been fixed at six months on account of the very large number of teachers who require training. It is a part of a larger scheme which has been sanctioned for the province to establish two new training schools. There is also an apprentice

system which is permitted in the better class of middle vernacular schools But it is regarded as unsatisfactory and its abolition has been in progress during the quinquennium Teachers for schools in the hills are taught at special institutions at Tura in the Garo Hills, at Jaiaw (near Shillong) in the Khasi Hills and at Kohima and Impur in the Naga Hills The first two are government institutions, the second two are under missions

(iv) The special arrangements made for training teachers of Arabic and Persian are described in chapter XI

The total number of training schools in the province is 55 of which all save the mission schools in Assam are government institutions The number of pupils is 1,412 The cost of maintaining these schools and also the training college is Rs 1 72 867 as against Rs 77,846 expended on training in 1907 The cost is defrayed from provincial revenues save for Rs 5 360 from mission funds

Central Provinces

The training organisation in the Central Provinces consists of a college for the preparation of two grades of anglo vernacular teachers, and normal schools and training classes for vernacular teachers Mr Wright says of the college, "The last year of the quinquennium saw the opening of an institution that has been greatly needed in the Provinces The training institution of Jubbulpore, while doing good work, was an insufficient instrument for the proper training of secondary teachers It has been replaced by a training college affiliated to the University of Allahabad for the L T degree The college entertains two classes of students graduates working for the L T degree in a one year's course and under graduates working for a teachers certificate in a two years course Scholarships are given to the students The staff consists of a principal in the Indian educational service and a vice principal and three professors in the provincial service A model high school is attached to the college for practising purposes The institu[illegible] influence should do much for the improve[illegible] The number of pupils at the college was [illegible]

Special instruction in the teaching of science is given in courses of a month's duration at the Victoria College of Science Nagpur

Normal schools have increased from four to six, and each of the five divisions has now such a school in addition to which an Urdu normal school has recently been opened at Amraoti Nevertheless, these schools cannot meet the demand for teachers, and it is proposed to expand them by opening classes for teachers already in employ and for re training The normal school ordinarily admits those who have passed the primary course and instructs them during two years in the two middle vernacular standards at the same time that it trains them as teachers At the schools in Nagpur and Jubbulpore a new experiment is being tried—the admission of those who have passed the middle standard for a one year's course This produces annually a larger number of teachers But it has countervailing objections The field of recruitment is limited, and the short course is insufficient to produce the necessary metempsychosis Training classes are attached to vernacular middle schools "There is a consensus of opinion," says Mr Wright, 'that they are useless as a means of obtaining trained teachers and they are gradually being abolished'

Pupils in training schools for masters have declined from 383 to 364 during the quinquennium

Coorg

It is reported that 77 per cent of the teachers are trained There is a normal school at Mercara Secondary teachers are trained at Madras or Calicut

North-West Frontier Province.

The frontier province has no institution for the training of secondary teachers; this training is carried out in Lahore. The Peshawar Normal School prepares vernacular teachers, offering a course of one year's duration. The number of stipends has been raised from 60 to 100. In the last year there were 59 pupils—the highest number during the period. One of the reasons militating against numbers is the fact that the middle vernacular standard is demanded as the qualification for admission and only about 50 boys in the province pass this examination annually, of whom by no means all seek the profession of teaching. It is hoped that the establishment of the elementary teachers' service and the opening of new middle vernacular schools will overcome this difficulty. In the meantime, a special class has been instituted for those who have completed the upper primary standard and at least two years of approved service. On the opening of this class in 1911, twenty-two candidates joined, of whom all but two passed at the conclusion of the year. The school has recently been located in the Mihman Khana—a fine structure just outside the city walls.

APPENDIX XXV

WORK IN A NORMAL SCHOOL

[Extracts from a report by Lala Tara Chand Headmaster Lahore Normal School]

The school session begins on the 11th of May The whole of the summer term—11th May to 31st July—is devoted to—

(a) lectures on the fundamental principles of teaching

(b) hints on the most prominent points of a lesson

(c) model lessons by members of the staff

The study of the principles of teaching and ability to intelligently apply those principles to the several branches of the primary school course is a subject of which our men are entirely ignorant Our first duty therefore is to arouse their interest in this most important subject This is done by oral lectures Each principle is at first orally explained and copiously illustrated in simple language familiar to the students The oral instruction is supplemented by going through the same lesson in the text The men are then required to make a summary of what they have learnt in their note books Side by side with instruction in the principles of teaching they are given hints on the most prominent points of a lesson *viz* its parts selection and arrangement of the subject matter under suitable heads preparation of notes of a lesson various kinds of questions and answers qualities of good questioning etc Such oral lectures on method go side by side with a series of model lessons by members of the staff The lessons of this series are designed to give the men an idea of how the fundamental principles of teaching they have learnt are to be applied in actual teaching The men are then required to do the work they have seen done before them by members of the staff The first attempts of the pupils result not infrequently in failure and constant help of the teacher in charge of the class is therefore most essential and is freely given The mistakes of method and other serious errors are pointed out at the time and duly corrected The men are thus led on to grapple with difficulties and gradually surmount them What is aimed at is thorough and comprehensive teaching—quality rather than quantity

The practical work proceeds more regularly during the winter term after the summer vacation and comprises—

(a) criticism lessons by the students to actual classes called from the model school

(b) practical work done by the students as pupil teachers in the model school under the supervision of regular class teachers

(c) observation lessons attended by the men in the model school

In order to get the work done under the best possible conditions and with a view to keep the teachers in constant touch both with the theory and practice of the subject the lessons are supervised by senior members of the staff each teacher conducting the lessons closely connected with the subjects he is required to teach This arrangement besides ensuring efficiency of work done under expert guidance has the additional advantage of connectedness in teaching The lessons in each subject are taken one after another in graduated and progressive order thus giving a distinct idea of the main points to be observed in the teaching of each subject as a whole During the year under report 325 lessons *viz* 125 objects 41 on arithmetic 96 on languages 38 on geography and 25 on drawing and kindergarten were given by the candidates to actual classes called from the model school The practical work done by the men as pupil teachers in the model school was also regular Each candidate devoted at least one week to actual teaching in the various primary classes and thus got an opportunity to exercise his freedom in teaching and managing large classes The men also attended several observation lessons

given by the teachers of the primary department in the central hall of this school.

Geography.—The course in geography includes—

(1) principles of geography, as in Mr. Tydeman's manual;
(2) general geography, as for primary schools;
(3) map-drawings.

The principles, *e.g.*, measurement of air pressure, composition of air, measurement of temperature, etc., are taught by class experiments. The men are then given home exercises on the same, which are dealt with in the class. Along with the principles the continents are studied, and the principles applied. Map-reading also receives attention. Some practical work is also attempted. During the year under report the candidates measured the inclination of the rays of the sun to the earth at the various periods of the year, and recorded the length of the days in different seasons. Also a few selected men plotted curves showing periodic changes in temperature and barometric pressure. Map-drawing from memory has been a special feature. The men were made to draw maps by drawing a central line of the uniform length of 12 units in the case of every map, throwing out perpendiculars of suitable lengths from some of the points of section and joining their ends by suitable curves. The time devoted to this work was about half a period weekly in the school and about two hours a week in the boarding-house. In the class the students drew from the black-board copy on squared map-books, and in the boarding-house on small black-boards. Exercises in each case were carefully corrected, and the result of all this practice was that even the dullest student could draw with fair accuracy maps of the Punjab, India and some of the continents. With a view to make the teaching of this subject still more interesting and attractive M. Muhammad Shafi, M.A., gave the classes in the winter term a magic lantern lecture on "A Voyage from India to England."

Black-board drawing and kindergarten.—The courses in both of these subjects have now been simplified, each consisting of a definite number of typical exercises closely bearing on the subjects included in the primary school course, and adapted to ensure a sufficient amount of practice in drawing sketches of objects, plants, animals, etc., on the black-board for illustrative purposes of teaching. Attention was paid to correlating different occupations—paper-folding, cardboard-modelling and clay-modelling. In clay-modelling care was taken to see that the colours painted on the models were natural and that the models made by the students, as class exercises, were exact copies of the objects.

Practical agriculture and mensuration.—The time allotted to agriculture is three periods a week, two of which are devoted to the study of the principles and one to manual work on the land. The land under cultivation is about 7½ *kanals* and is divided into six plots, two being assigned to each of the three sections, one for cereals and the other for vegetable crops. Each plot again is sub-divided into as many small beds as there are candidates in a section. Each candidate has thus, for independent work, two small beds assigned to him for the cultivation of cereals and vegetables. The work is done under the monitorial system, each monitor having under him a group of six candidates. During the year under report all the crops mentioned in the course were grown by applying different kinds of manures. The different processes and stages of growth were carefully observed by the men and the results recorded by them in their note-books. For surveying operations in practical mensuration the adjoining grounds were utilised. The men also prepared on a small scale maps of *khatauni*, *jamabandi* and *khasra*.

APPENDIX XXVI.

TRAINING OF MISTRESSES.

Madras has 21 institutions for the training of women, of which six are managed by government and 15 by private bodies, all of these save one being in receipt of aid Four are of the secondary, the remainder of the elementary grade (see appendix XXIV, which describes the system) The most important is the Presidency Training School for Mistresses, which prepares secondary teachers (mainly European and Anglo Indian) and Tamil and Tel [illegible] as in the case of institutions for mal [illegible] mprovement are progressing and in [illegible] is 444, the total annual cost Rs 87,987 The average number of pupils being 386, the average cost per head is nearly Rs 228, of which government defrays over Rs 179 a head Of this, Rs 27,849 represents stipends, all of which, save Rs 48 is paid by government

[illegible]

[illegible] municipality, and eight normal schools or classes, apparently all managed by missions, of which two are in receipt of aid The course may be of any length from one to four years, according as candidates are selected on the results of the examination by the inspector The stipends as in the case of colleges for men, are from Rs 7 to Rs 10 a month The number on the roll was 414 The total cost was over Rs 77,000, of which over half a lakh was defrayed from public funds

There is no institution in Bengal for the training of secondary mistresses The need of one is emphasised in the report, and there is a scheme under consideration for such an institution attached to the Calcutta Hindu female training class The vernacular classes appear to be 14 in number and to contain 171 pupils * Two of these are managed by government—the Calcutta Hindu female training class, a *parda* institution established in 1908 under a Bengali lady containing seven pupils and costing over Rs 5,000 a year, and the Badshah Nawab Razvi Training College at Bankipore opened in 1909 and generously supported by the Maharani of Bettiah This second is not really a college at all but a training school for primary teachers It contains 22 pupils (both Hindu and Muhammadan) and costs apparently about Rs 13,000 a year The staff is strong and includes a European lady principal The other 12 institutions are aided They are mainly managed by mission bodies They contain 142 pupils and cost nearly Rs 40 000 a year, of which Rs 18 000 is found from subscriptions and nearly Rs 17,000 from provincial funds The apparent fall in the number of institutions and pupils is due to amalgamation of some institutions and to the fact that the figures for 1906 07 appear to have included some pupils of practising schools Several training schools have been abolished, including four which were maintained by government for the wives of schoolmasters and for widows, and the classes in Palamau and Bhagalpur The former failed, the latter have been replaced by a system under which stipends are given to the female relatives of *gurus* provided the *gurus* educate them to become village schoolmistresses The report states that the mission training schools aim at producing Christian teachers for mission schools, and that it is therefore to places like the two government schools at Calcutta and Bankipore that we must look for removal of the pressing need of Hindu and Muhammadan teachers Apart from the paucity of numbers under training, deficiency of attainment among those trained is a serious difficulty The lady-principal of the Badshah Nawab Razvi College says, "To expect all these women to be trained teachers at the end of two years is absurd All we can

* These figures are taken from the tables [illegible] which [illegible] given in the body of the report appear to be d[illegible]

o teach them the rudiments, writing and arithmetic, and hope that at d of their training they will be a little better than they were when they d the college, if any encouragement is needed in the work. It is found e eagerness of the women students to learn, and their absolute earnest- in all their studies.

In the *United Provinces* there exist 15 institutions, which contain 161 ils. Seven of these are managed by government, and one by a board; e are aided and one is unaided. The previous state of things, which s rather haphazard, has been remedied and the classes have been divided o three grades with suitable courses, the standards for admission being spectively the matriculation examination and the middle and the upper rimary courses. The Isabella Thoburn Normal School and the Queen ictoria Girls' High School at Agra contain classes of the highest kind. ive schools, including the Government Normal School at Lucknow, three nstitutions managed by missions and the high school at Agra, prepare pupils f the second grade. The third grade course is for classes attached to Government Model Schools. The Isabella Thoburn College has shown much enterprise in developing this work and has strengthened its staff by adding specialists in kindergarten and science from America. The work of the Government Normal School, the high school at Agra, and the mission school at Moradabad is also well spoken of. As to the classes in model schools, the chief inspectress remarks: "The work done is necessarily of a very elementary type, but there is a great demand for useful teachers who will be able to take charge of lower primary and preparatory schools. The value of these classes comes from the fact that the period of training is not so long, so that the supply will increase more quickly, and also it is admitted for women not capable of the middle course. Many who would be afraid to go to a normal school at a distant centre are willing to take up this humbler course, and the inspectresses' general opinion is that it would be well to multiply these classes till eventually there is one at the headquarters of each district. The rate at which they can be opened depends on the supply of suitable instructors."

The average annual cost per pupil is Rs. 365.

The training of women teachers in the *Punjab* is carried out in six institutions, which, at the end of the period, contained 45 pupils. These are the normal school for women at Lahore and training classes in certain secondary schools. Suitable quarters have been provided for the former, the course has been revised, and admission has been restricted to those who possess a certain amount of education. With a view to stimulating local recruitment, a scheme is under consideration for the appointment of assistant inspectresses, each in charge of a class attached to a secondary school.

There are four normal schools for women teachers in *Burma*. They are managed by mission bodies and are aided. They contain 127 pupils. It has already been stated that 42 women also study in the normal schools for men. Characteristically, the number of women under training is high in proportion of that of men (257) and it has risen considerably during the quinquennium, whereas that of men has fallen. The organisation of courses etc. is as set forth for men. The cost is Rs. 28,000 or just over Rs. 22 per pupil, of which nearly Rs. 23,000 is met by government. Excellent ne buildings have been erected for the schools at Rangoon, Moulmein a Kemmendine.

In *Eastern Bengal and Assam* there was no provision for training befo the quinquennium. A commencement has now been made at the Eden Hi School at Dacca. There are three classes—English, middle vernacular a upper primary. Pupils in the English class are allowed either to take t training along with the matriculation course, or to take a one year's trai course subsequent to matriculation. There are stipends of Rs. 12 a m in the former case, of Rs. 15 in the second. The middle and upper pri courses are for those who have passed the upper primary or a lower stan there are eighteen stipends of Rs. 10 each tenable for two years. I classes the course contains practical teaching, drawing, needlework, ph culture, singing, school hygiene and manual work. The pupils are n

Brahmos or Christians But Hindus have also enrolled themselves and the opening of a Hindu Widows Home will it is hoped increase their number In Assam arrangements have been made with the American Baptist Mission at Nowgong who have received Rs 15 000 from government for the con struction of a building The Welsh Mission at Shillong has also opened a training class

There are four normal schools for women in the *Central Provinces*—two under government two under missions The government school at Jubbul pore (teaching Hindi) is popular and does good work That at Amraoti (teaching Marathi) does not attract pupils There are 59 women under instruction The annual cost is Rs 15 628 and is entirely defrayed by government

PART III.

SUPPLEMENTAL TABLES.

GENERAL STATISTICS

[illegible] 1.—*Area and population included in the educational statistics (taken from the provincial educational reports for 1911-12)*

Province		Area (in square Miles)			Population		
		British Territory	Native States.	Total.	British Territory	Native States.	Total.
dras		142 330	161	142 491	41 405 404	13 526	41 418 930
mbay		[illegible]	65 756	188 896	19 683 219 (a)	7 404 546	27,087 7[illegible]
ngal		115 [illegible]	8 [illegible]00	124 492	52 668 269	2 355 071	55 023 340
ited Provinces		106 380	887	107 267	46 835 108	346 936	47 182 044
njab		97 213		97 213	19 974 956		19 974 956
rma		164 411	66 428	230 839	10 610 256	1 504 961	12 115 217
stern Bengal and Assam		99 103	12 542	111 645	34 018 527	575 835	34 594 362
ntral Provinces and Berar		99 823	18 112	117 935	13 916 308	1 683 692	15 600 000
org		1 582		1 582	174 976		174 976
rth West Frontier Province		13 193		13 193	2 196 933		2 196 933
Total	1911-12	962 897	172 586	1 135 483	241 487 986	13 884 567	255 368 553
	1906-07	964 073	154 493	1 118 566	229 559 120	11 705 818	241 261 968

(a) Includes the population of Camp Baroda

The area to which the review relates includes all British India except—

Ajmer Merwara
Andamans and Nicobars.
Laccadives
Bangalore (Civil and Military Station)
British Baluchistan.

It includes the following Native States —

Madras —Sandur
Bombay —Cambay Cutch Kathiawar State Mahi Kantha, Palanpur Rewa Kantha Surat Agency Janjira Jawhar Savantvadi Akalkot Bhor Khandesh Agency Surgana Kolhapur S M Jaghirs Savanur Khairpur (Sind) Satara Agency
Bengal —Orissa Tributary Mahals, Chota Nagpur States.
United Provinces —Benares
[illegible] States and Pakokku Chin Hills.
[illegible] Khairagarh Nandgaon Kanker Sakti Sarangarh Raigarh
[illegible]

The Native States not included in the area to which the Review relates are —

(1) those that are in direct political relations with the Government of India, *viz* Hyderabad Mysore Baroda, Kashmir Baluchistan Agency, Rajputana Central India Nepal Bhutan.

(2) the following —

Madras —Travancore Cochin Pudukota, Banganapalli.
Bengal —Sikkim Kuch Behar Bomra Bairakhol Sonpur Patna Kalahandi Gangpur, Bonai.
United Provinces —Rampur Tehri Gharwal.
Punjab —Loharu Dujana Pataudi Kalsia, Nahan Simla States Mandi Suket Kapurthala Faridkot Patiala, Nabha, Jind Chamba, Bahawalpur Maler Kotla.
Central Provinces —Bastar
Eastern Bengal and Assam —Hill Tipperah.

Table 2.—*Total institutions by periods*

Province.	1886-7	1891-2	1896-7	1901-2	1906-7	1911-12
adras	16 717	23 204	25 872	26 191	28,734	31 0[illegible]2
ombay	10 9[illegible]3	12 274	12 931	12 252	1[illegible]	16,460
engal	57 312	67 894	67 847	61 712	44 091	49 815
nited Provinces	12 887	10 562	12 503	13 829	15 612	16,663
unjab	18 730	9 418	8,507	6,853	7 7[illegible]	7 411
urma	[illegible]	12 007	15 [illegible]	18 284	21,375	23 211
astern Bengal and Assam	2 259	2 800	3,021	3 476	2[illegible] 846	26,715
ntral Provinces and Berar	2 883	3,315	3 885	3,[illegible]	3 546	3 972
oorg	94	104	120	99	119	125
orth West Frontier Province	•			1,118	1,113	901
Total	127,116	141 703	152 025	147,703	162,528	170,2[illegible]

TABLE 3.—*Public institutions by periods.*

Province.	1886-7.	1891-2.	1896-7.	1901-2.	1906-7.	1911-12.
Madras	14,929	19,801	21,705	20,792	23,252	25,859
Bombay	7,996	9,503	10,102	9,549	11,086	13,428
Bengal	53,121	53,956	55,640	51,794	39,815	45,956
United Provinces	6,021	5,078	6,876	7,758	11,072	11,133
Punjab	2,203	2,354	3,144	3,003	4,074	4,493
Burma	5,046	6,183	5,235	4,741	6,210	6,536
Eastern Bengal and Assam	2,044	2,502	3,225	3,171	22,135	24,550
Central Provinces and Berar	2,853	3,222	3,880	3,546	3,337	3,966
Coorg	75	77	79	77	90	90
North-West Frontier Province	..	..	..	191	265	321
TOTAL	94,288	102,676	109,886	104,622	121.336	136,332

TABLE 4.—*Public institutions by management.*

Province.	Public management.				Private management.			Grand Total.
	Govern-ment.	Boards.	Native States.	Total.	Aided.	Unaided.	Total.	
Madras	408	4,611	8	5,027	16,356	4,476	20,832	25,859
Bombay	82	7,656	2,857	10,595	2,584	249	2,833	13,428
Bengal	602	265	182	1,049	34,573	10,334	44,907	45,956
United Provinces	195	6,237	53	6,485	4,411	237	4,648	11,133
Punjab	62	3,185	..	3,247	1,031	215	1,246	4,493
Burma	75	22	..	97	6,439	..	6,439	6,536
Eastern Bengal and Assam	271	4,268	27	4,566	16,542	3,442	19,984	24,550
Central Provinces and Berar	281	2,704	243	3,228	466	272	738	3,966
Coorg	13	70	..	83	7	..	7	90
North-West Frontier Province	2	248	..	250	60	11	71	321
TOTAL . 1911-12	1.991	29,266	3,370	34,627	82,469	19,236	101,705	136,332
TOTAL 1906-07	1,466	24,255	3,136	28,857	75,608	16,871	92,479	121,336
TOTAL 1901-02	979	17,661	3,610	22,250	62,747	19,625	82,372	104,622
TOTAL 1896-97	1,152	18,403	2,731	22,286	63,955	23,645	87,600	109,866
TOTAL 1891-92	1,397	17,534	2,248	21,179	60,480	21,017	81,497	102,676

TABLE 5.—*Public institutions by management and periods.*

—	1886-7.	1891-2.	1896-7.	1901-2.	1906-7.	1911-12.
PUBLIC MANAGEMENT—						
Government	3,718	1,397	1,152	979	1,466	1,991
Native State	..	2,248	2,731	3,610	3,136	3,370
Board	15,917	17,534	18,403	17,661	24,255	29,266
TOTAL	19,635	21,179	22,286	22,250	28,857	34,627
PRIVATE MANAGEMENT—						
Aided	57,530	60,480	63,955	62,747	75,608	82,469
Unaided	17,123	21,017	23,645	19,625	16,871	19,236
TOTAL	74,653	81,497	87,600	82,372	92,479	101,705
GRAND TOTAL	94,288	102,676	109,886	104,622	121,336	136,332

TABLE 6 —*Public institutions for males and females*

Province	1896 7		1901 2		1906 7		1911 12	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females
Madras	20 671	1 034	19 780	1 012	22 088	1 104	24 587	1 272
Bombay	9 285	817	8 703	846	10 007	1 084	12 174	1 254
Bengal	52 367	3 273	49 059	2 735	36 479	3 336	42 158	3 798
United Provinces	6 772	304	7 363	395	10 218	824	10 074	1 059
Punjab	2 794	350	2 640	363	3 477	597	3 777	716
Burma	4 946	285	4 361	380	5 659	551	5 896	640
Eastern Bengal and Assam	2 962	263	2 965	206	19 398	2 807	19 567	4 983
Central Provinces and Berar	3 662	218	3 319	227	3 044	293	3 611	355
Coorg	77	2	3	4	85	5	83	7
North West Frontier Province			183	8	245	20	292	29
TOTAL	103 336	6 550	98 446	6 176	110 655	10 681	122 219	14 113

TABLE 7 —*Classes of public institutions*

Province	1906-07						1911 12					
	Arts Colleges	Professional Colleges	Secondary Schools	Primary Schools	Special Schools	TOTAL.	Arts Colleges	Professional Colleges	Secondary Schools	Primary Schools	Special Schools	TOTAL.
Madras	36	6	774	278	158	23 ?5	3	3	440	2? ?? 6	178	2? 8 9
Bombay	10	5	517	10 499	7	11 086	11	4	5 9	1? 763	91	13 4 3
Bengal	34	15	1 5[illegible]	37 107	1 044	39 815	3	14	1 6?9	39 466	4 815	4? 9 6
United Provinces	29*	9	582	10 312	140	11 07	37	10	636	10 ?15	235	11 133
Punjab	10†	5	3 9	3 693	37	4,074	11†	8	364	4 034	56	4 493
Burma	?		?69	5 423	?16	6 ?10	?		951	5 316	267	6 ?36
Eastern Bengal and Assam	11	3	1 161	20 330	64?	2? 135	10	5	1 316	22,680	539	24 5?0
Central Provinces and Berar	3	3	41?	? 90?	17	3 337	4	2	441	3 504	15	3 966
Coorg			?	87	1	90			3	86	1	90
North-West Frontier Province	1		?7	?36	1	?65	1		31	288	1	3?1
TOTAL	136	46	5 838	112,930	2,3 6	1 1,336	140	46	6 3 0	1?3 5 8	6,193	136,332

* Includes 8 Oriental Colleges in 1906-07 and 16 in 1911 12.
† Includes 1 Oriental College.

TABLE 8 —*Classes of public institutions by periods*

Class of Institution.	1886 7	1891 2	1896-7	1901 2	1906-7	1911 12
Arts Colleges	89	104	120	145	136	140
Professional Colleges	2	37	40	46	46	46
Secondary Schools	4 17	4 872	? ?6?	5 493	5 898	6,3?0
Primary Schools	89 15?	9? 100	103 9?0	9? 634	112 930	123 ??8
Special Schools	4?0	5?4	?39	1 084	2,326	6,193
	94,283	102 6?6	109 ??6	104 622	121,336	136,332

TABLE 11.—*Pupils in public and private institutions.*

Province.	1906-07. Public Institutions.	1906-07. Private Institutions	1906-07. Total.	1911-12. Public Institutions.	1911-12. Private Institutions	1911-12. Total.
Madras	875,666	131,452	1 007,118	1,152 886	127,179	1,280,065
Bombay	646,777	73,770	720,547	842,309	80,568	922,877
Bengal	1,215,014	54,024	1 269 038	1,554,917	54,443	1,609,360
United Provinces	536 897	69,277	606,174	621,588	90,412	712,000
Punjab	234 895	65,342	300,237	316,167	64,946	381,113
*Burma	227,128	171,470	398 598	270,310	174,945	445,255
Eastern Bengal and Assam	749,687	65,912	815,599	1,025,876	49,248	1,075,124
Central Provinces and Berar	237,100	339	237,439	312,986	219	313,205
Coorg	4,355	510	4,865	6,203	608	6,811
North West Frontier Province	16,961	12,056	29,017	25,483	9,428	34,911
Total	4,744,480	644,152	5,388,632	6,128,725	651,996	6,780,721

TABLE 12.—*Pupils in public institutions by periods*

Year.	Madras.	Bombay	Bengal.	United Provinces	Punjab	Burma	Eastern Bengal and Assam (a)	Central Provinces and Berar	Coorg	North West Frontier Province	Total.
1883-84	439,219	413,341	1 367 381	248 761	*	127 632	66,859	128,045	3 471		2,784 709
1884-85	423 463	437,258	1 442 841	291 131	132 993	137 504	68 755	137 247	3,842		3 093 001
1885-86	432 978	460 957	1 323 280	255 330	136 971	156 066	60 828	144 547	3 917		2,979 904
1886-87	459 049	476 299	1,316 594	257 526	136 014	112,603	64 904	150 273	3 657		2 970 859
1887-88	464 654	494 050	1 356 289	241 650	134 924	113 741	70 482	152,159	3 764		3 021 721
1888-89	[illegible]	507 752	1 364 866	216 897	143 408	89 093	74 790	159 843	4 179		3 047 251
1889-90	517 055	523 719	1 357 320	216 062	140 901	109 137	74 049	155 023	4 199		3 091 504
1890-91	583 137	653 092	1 336 856	219 267	140 401	129 390	72,955	161 706	4 338		3 199 212
1891-92	610 512	566 606	1 307 371	217 378	151 617	143 442	77 901	165 496	4,567		3 249 910
1892-93	608 510	575 360	1 400 067	221 022	146 695	131 947	81,882	188 594	4 830		3 419 916
1893-94	672,915	594,510	1 413 737	237 806	152,198	138 934	84 764	202,165	4 985		3 497,014
1894-95	670 720	607,806	1,401 159	228 948	177 191	132 723	89 710	200 621	5 129		3 613 937
1895-96	689 101	677 541	1 537 910	228 343	192 355	143 379	93 682	203 198	5 195		3 710 684
1896-97	719 305	601 926	1 549 503	231 461	193 738	149 310	96 660	203 691	4 696		3 789 382
1897-98	719 579	580 535	1 504 892	237,866	184 990	143,769	91 044	192,095	3 995		3 699 106
1898-99	737 671	559 870	1 549 243	299 069	181 446	149 006	93 872	194 653	3 893		3,749 722
1899-1900	745 731	561 704	1 566 019	313 914	186 779	150 470	100 972	192,153	4 336		3,842,111
1900-01	731 217	569 133	1,520 137	357 578	159 405	149 394	104 308	173 668	4 156		3,803 946
1901-02	740 628	569 902	1 548 022	368,495	182,303	162,745	102,463	195 632	4,325	12,943	3 856,493
1902-03	754,513	530 266	1 637,800	417 432	193 579	173 065	101 097	212,014	4 216	13 464	4 037 450
1903-04	796 601	513 479	1 777 265	479 964	194 915	157 099	100,274	219 507	4 070	13 975	4 256 544
1904-05	841 034	591 431	1 747 369	434 047	199 039	206 299	103 343	234 792	3 965	14 789	4,379 063
1905-06	859 910	660 323	1 175 257	502,139	211 444	214,292	722,371	221 605	4,131	14 164	4 579 446
1906-07	875 666	646 777	1,215 014	536,897	234,895	227 128	749 687	237 100	4,355	16 961	4,744 480
1907-08	932 394	677 147	1,288,541	540 799	244 771	249 499	841 978	254 015	4,343	18,871	5 073 961
1908-09	981,223	715 715	1 369,290	583 733	251 744	262 948	903 772	276 431	5 316	19 235	[illegible]
1909-10	1 051 968	770 433	1 472,419	574,704	278,717	262,963	907,599	296 223	5,731	21 442	5,849 134
1910-11	1 047,562	717 065	1 463 824	573 407	289 419	252 161	938 853	297,314	5 910	23 012	5,723 790
1911-12	1 152,886	812 309	1 554 917	621 588	316,167	270 310	1,025 876	312,986	6 203	25,483	6,128,725

* Information not available.
(a) Assam only up to 1904-05.

TABLE 13.—*Male and female pupils in public institutions by periods.*

PROVINCE.	MALE.				FEMALE.			
	1896-7.	1901-2.	1906-7.	1911-12.	1896-7.	1901-2.	1906-7.	1911-12.
Madras	610,840	622,681	726,926	943,369	107,465	117,947	148,740	209,517
Bombay	530,873	487,425	551,345	707,328	71,053	81,477	95,432	134,981
Bengal	1,442,674	1,447,700	1,090,128	1,364,946	105,919	100,322	124,886	189,971
United Provinces	269,347	351,167	501,745	573,194	12,114	17,328	35,152	48,394
Punjab	170,249	167,030	210,853	279,492	13,489	15,273	24,042	36,675
Burma	122,901	125,993	168,463	194,401	26,409	36,755	58,665	75,909
Eastern Bengal and Assam	88,384	94,050	678,823	880,500	8,276	8,413	70,864	145,376
Central Provinces and Berar	189,187	181,419	217,550	282,257	14,506	14,233	19,550	30,729
Coorg	3,921	3,420	3,292	4,342	775	905	1,063	1,861
North-West Frontier Province	..	12,440	15,707	23,236	..	515	1,254	2,247
TOTAL	3,428,376	3,493,325	4,164,832	5,253,065	360,006	393,168	579,648	875,660

TABLE 14.—*Pupils (excluding pupils in private institutions) by class of management.*

PROVINCE.	1906-7.							
	PUBLIC MANAGEMENT.				PRIVATE MANAGEMENT.			GRAND TOTAL.
	Government.	Board.	Native States.	TOTAL.	Aided.	Unaided.	TOTAL.	
Madras	28,453	181,070	138	209,661	520,693	145,312	666,005	875,666
Bombay	14,244	360,992	138,922	514,158	115,191	17,428	132,619	646,777
Bengal	21,989	19,688	8,980	50,657	970,180	194,177	1,164,357	1,215,014
United Provinces	8,168	350,512	369	359,049	166,324	11,524	177,848	536,897
Punjab	16,610	149,550	..	166,160	53,802	14,933	68,735	234,895
Burma	4,799	3,849	..	8,648	218,480	..	218,480	227,128
Eastern Bengal and Assam	15,091	103,596	409	119,096	523,641	106,950	630,591	749,687
Central Provinces and Berar	16,656	175,562	19,866	212,084	20,372	4,644	25,016	237,100
Coorg	1,317	2,638	..	3,955	364	36	400	4,355
North-West Frontier Province	91	12,408	..	12,499	2,817	1,645	4,462	16,961
TOTAL	127,418	1,359,865	168,684	1,655,967	2,591,864	496,649	3,088,513	4,744,480

PROVINCE.	1911-12.							
	PUBLIC MANAGEMENT.				PRIVATE MANAGEMENT.			GRAND TOTAL.
	Government.	Board.	Native States.	TOTAL.	Aided.	Unaided.	TOTAL.	
Madras	35,812	274,466	286	310,564	716,375	125,947	842,322	1,152,886
Bombay	15,410	476,587	182,129	674,126	147,326	20,857	168,183	842,309
Bengal	38,167	22,590	7,988	68,745	1,188,534	297,638	1,486,172	1,554,917
United Provinces	22,495	398,720	3,948	425,163	182,545	13,880	196,425	621,588
Punjab	18,615	201,356	..	219,971	78,375	17,821	96,196	316,167
Burma	8,956	2,735	..	11,691	258,619	..	258,619	270,310
Eastern Bengal and Assam	24,975	204,339	896	230 210	632 803	162,863	795 666	1,025,876
Central Provinces and Berar	21,310	230,748	24,048	276,106	26,025	10,855	36,880	312,986
Coorg	1,820	3,872	..	5,692	511	..	511	6,203
North-West Frontier Province	166	17,621	..	17,787	6,183	1,513	7,696	25,483
TOTAL	187,726	1,833,034	219,295	2,240,055	3,237,296	651,374	3,888,670	6,128,725

TABLE 15 —*Pupils (excluding pupils in private institutions) by class of management and periods*

—	1886 7	1891 2	1896 7	1901 2	1906 7	1911 12
PUBLIC MANAGEMENT—						
Government	231 278	104 026	93 307	94 437	127 418	18 [illegible]
Native State		134 869	169 271	164 512	168 684	219 [illegible]
Board	778 7 6	883 0[illegible]9	9 3,910	980,692	1 3[illegible]9 86[illegible]	1 833 034
TOTAL	1 010 0[illegible]4	1 121 9[illegible]4	1 236 488	1,239 641	1 65[illegible] 96	2 210 0[illegible]
PRIVATE MANAGEMENT—						
Aided	1 599 981	1 65 626	2 019 800	2 132 93	2 [illegible]91 864	3 237 296
Unaided	360 824	461 330	632 094	514 0[illegible]9	496 649	6[illegible]1 3 4
TOTAL	1 960 80[illegible]	2 296 9[illegible]6	2 551 894	2 646 852	3 088 [illegible]13	3 888 6 0
GRAND TOTAL	2 9 0 8[illegible]9	3 348 910	3 788 382	3 886 493	4 744 480	6 128 [illegible]

TABLE 16 —*Pupils by classes of institutions (excluding private institutions)*

PROVINCE.	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Special schools.	TOTAL.
Madras	4 939	862	110 336	1 029 0[illegible]0	7 699	1 152 886
Bombay	3 719	1 239	74 601	757 130	6 620	842 309
Bengal	9 16	2 184	20[illegible] 931	1 206 385	130 01	1 554 017
United Provinces	4 656	1 188	97 0 6	512 293	6 39[illegible]	621 [illegible]88
Punjab	2 659	890	99 418	208 6 9	4 521	316 187
Burma	324		8 321	181 406	3 2[illegible]9	2 0 310
Eastern Bengal and Assam	2 989	167	186 641	815 199	20 880	1 02 8 6
Central Provinces and Berar	608	106	5[illegible] 2[illegible]	2 6 203	74	312 9[illegible]6
Coorg			439	5 743	21	6 203
North West Frontier Province	38		9 332	16 0[illegible]4	59	25 483
TOTAL 1911 12	29 648	6 636	924,3 0	4 988 142	1 9 992	6 128 [illegible]
TOTAL 1906 07	18 918	6 250	713 312	3 937 866	68 104	4 44 480

TABLE 17 —*Pupils by classes of institutions (excluding private institutions)*

YEAR	Arts colleges.	Professional colleges	Secondary schools	Primary schools.	Special schools.	TOTAL.
1879 80	6 738		253 910	1 63 9 1	11 48[illegible]	1 910 081
1880-81	7 098		272 2 6	1 8[illegible]0 049	18 114	2 14 517
1881 82	7 582		224 890	2 153 086	15 7 1	2 401 922
1882 83	8 451		239 113	2 494 399	16,[illegible]06	2 [illegible]8 469
1883 84	6 676	1 882	31[illegible] 2 2	2 420 327	10 601	2 81 08
1884 85	7 444	2 192	403 [illegible]91	2 669 607	12 1 0	3 00[illegible] 004
1885-86	8 127	2 411	418 412	2 537,[illegible]02	13 4[illegible]2	2 9 9 [illegible]04
1886 87	8 64	2 737	429 093	2,[illegible]13 934	16 331	2 9 0 8[illegible]9
1887 88	13 183		441 8 6	2 5[illegible]0 384	16 [illegible]	3 071 [illegible]
1888 89	11 2[illegible]0	2 691	4 2 0[illegible]8	2 563 294	1 9 8	3 047,2[illegible]1
1889 90	11,219	3 049	469 153	2 587 694	20 389	3 091 [illegible]04
1890-91	1[illegible],588		468 5 6	2 694 656	20 402	3 199 212
1891 92	12 085	3 292	4 3 294	2 83 607	21 732	3,348 910
1892 93	13 38	3 344	488 261	2 890 824	23 100	3 418 916
1893 94	14,360	3 824	[illegible]07 6[illegible]8	2 947 530	23 612	3 49 014
1894 95	14 422	4 062	525 303	3 046 81	23,369	3 613 927
1895 96	14 0[illegible]	4 49	533 481	3 132 696	25 0[illegible]3	3 10[illegible]
1896 97	14 420	4,363	535 155	3,209 825	24 619	3 88 382
1897 98	14 812	4 468	[illegible]1 141	3 101 583	24 072	3 6[illegible] 106
1898 99	16 041	4 640	[illegible]68 603	3 133,292	28 146	3 48 [illegible]
1899 1900	15 263	4 4[illegible]	590 183	3 192 [illegible]74	31 014	3 812 111
1900 01	16 03	4 831	58 1 9	3 161,337	33 937	3 803 956
1901-02	17 6 1	5 3 8	622 68	3 204,3[illegible]	30,250	3 886 493
1902 03	18 061	5 615	[illegible]66,990	3 408,3[illegible]	38,265	4 03 420
1903 04	18 [illegible]	6 001	6[illegible] 42	3 510 2 4	42,269	4,230,[illegible]8
1904 05	19 419	6,3 1	677 152	3 677 263	47 81	4,3 8[illegible]
1905-06	18 929	5 889	6[illegible] 166	3 806,[illegible]84	[illegible]0 8	4 [illegible]
1906-07	18 918	6,2[illegible]0	13 312	3 937 866	68 104	4 44 480
1907-08	19 [illegible]39	5,92[illegible]	732,003	4 196 84	101 990	[illegible]075 961
1908-09	18 973	5 976	9 460	4 418 278	122 49	5 2 0 4 6
1909-10	23,129	6,345	860,513	4[illegible] 307	142 810	5[illegible] 0 134
1910-11	2[illegible] 0[illegible]0	6,39	900 [illegible]20	4 [illegible] 5 0	1[illegible]3,573	[illegible] 23 720
1911 12	29 648	6 636	924,3[illegible]0	4 988,142	1 9 992	6 128,[illegible]

TABLE 13.—*Male and female pupils in public institutions by periods.*

PROVINCE.	MALE.				FEMALE.			
	1896-7.	1901-2.	1906-7.	1911-12.	1896-7.	1901-2.	1906-7.	1911-12.
Madras	610,840	622,681	726,926	943,369	107,465	117,947	148,740	209,517
Bombay	530,873	487,425	551,345	707,328	71,053	81,477	95,432	134,981
Bengal	1,442,674	1,447,700	1,090,128	1,364,946	105,919	100,322	124,886	189,971
United Provinces	269,347	351,167	501,745	573,194	12,114	17,328	35,152	48,394
Punjab	170,249	167,030	210,853	279,492	13,489	15,273	24,042	36,675
Burma	122,901	125,993	168,463	194,401	26,409	36,755	58,665	75,909
Eastern Bengal and Assam	88,384	94,050	678,823	880,500	8,276	8,413	70,864	145,376
Central Provinces and Berar	189,187	181,419	217,550	282,257	14,506	14,233	19,550	30,729
Coorg	3,921	3,420	3,292	4,342	775	905	1,063	1,861
North-West Frontier Province	..	12,440	15,707	23,236	..	515	1,254	2,247
TOTAL	3,428,376	3,493,325	4,164,832	5,253,065	360,006	393,168	579,648	875,660

TABLE 14.—*Pupils (excluding pupils in private institutions) by class of management.*

PROVINCE.	1906-7.							
	PUBLIC MANAGEMENT.				PRIVATE MANAGEMENT.			GRAND TOTAL.
	Government.	Board.	Native States.	TOTAL.	Aided.	Unaided.	TOTAL.	
Madras	28,453	181,070	138	209,661	520,693	145,312	666,005	875,666
Bombay	14,244	360,992	138,922	514,158	115,191	17,428	132,619	646,777
Bengal	21,989	19,688	8,980	50,657	970,180	194,177	1,164,357	1,215,014
United Provinces	8,168	350,512	369	359,049	166,324	11,524	177,848	536,897
Punjab	16,610	149,550	..	166,160	53,802	14,933	68,735	234,895
Burma	4,799	3,849	..	8,648	218,480	..	218,480	227,128
Eastern Bengal and Assam	15,091	103,596	409	119,096	523,641	106,950	630,591	749,687
Central Provinces and Berar	16,656	175,562	19,866	212,084	20,372	4,644	25,016	237,100
Coorg	1,317	2,638	..	3,955	364	36	400	4,355
North-West Frontier Province	91	12,408	..	12,499	2,817	1,645	4,462	16,961
TOTAL	127,418	1,359,865	168,684	1,655,967	2,591,864	496,649	3,088,513	4,744,480

PROVINCE.	1911-12.							
	PUBLIC MANAGEMENT.				PRIVATE MANAGEMENT.			GRAND TOTAL.
	Government.	Board.	Native States.	TOTAL.	Aided.	Unaided.	TOTAL.	
Madras	35,812	274,466	286	310,564	716,375	125,947	842,322	1,152,886
Bombay	15,410	476,587	182,129	674,126	147,326	20,857	168,183	842,309
Bengal	38,167	22,590	7,988	68,745	1,188,534	297,638	1,486,172	1,554,917
United Provinces	22,495	398,720	3,918	425,163	182,545	13,880	196,425	621,588
Punjab	18,615	201,356	..	219,971	78,375	17,821	96,196	316,167
Burma	8,956	2,735	..	11,691	258,619	..	258,619	270,310
Eastern Bengal and Assam	24,975	204,339	896	230,210	632,803	162,863	795,666	1,025,876
Central Provinces and Berar	21,310	230,748	21,048	276,106	26,025	10,855	36,880	312,986
Coorg	1,820	3,872	..	5,692	511	..	511	6,203
North-West Frontier Province	166	17,621	..	17,787	6,183	1,513	7,696	25,483
TOTAL	187,726	1,833,034	219,295	2,240,055	3,237,296	651,374	3,888,670	6,128,725

TABLE 21.—*Number of pupils under public instruction (otherwise than in private institutions) per mille of population of school going age*

PROVINCE.		Boys.	Girls.
Madras		308	66
Bombay		336	68
Bengal		331	45
United Provinces		155	11
Punjab		169	27
Burma		200	85
Eastern Bengal and Assam		331	57
Central Provinces and Berar		212	26
Coorg		297	159
North West Frontier Province		131	14
TOTAL	1911 12	268	47
	1906-07	227	32

TABLE 22.—*Direct expenditure on education by objects 1911 12*

PROVINCE		Arts Colleges.	Professional Colleges	Secondary Schools	Primary Schools	Training Schools.	All other special Schools.	TOTAL.
		Rs	Rs	Rs.	Rs	Rs	Rs	Rs
Madras		10 10 648	1 88 963	30 56 431	44 47 881	4 00 867	3 48 6 9	94 53 469
Bombay		5 34 333	4 19 112	30 23,796	58 07 201	3 13,130	6 62,232	1 07 60 161
Bengal		12 64 924	6 82 275	43 73 076	34 02 210	4 42 195	13 57 870	1 15 92 550
United Provinces		9 03 147	4 91 754	28 60 111	18 46 101	1 09 243	3 45 158	66 45 514
Punjab		4 09 562	3 80 035	20 12 508	10 85 801	83 798	2 96 814	42 74 518
Burma		1 31 695		19 97 383	7,26 595	1 9 635	84 194	31 19 502
Eastern Bengal and Assam		4 02 950	52 712	24 61 313	21 26 0 0	1 40 810	3 76 844	55 60 709
Central Provinces and Berar		1 26 628	32 147	8 30 817	11 76 813	75 665	48 576	22 90 646
Coorg				26 054	31 641	3 483		61 1 8
North West Frontier Province		14 707		1 47 236	75 772	15 312		2 52 027
TOTAL	1911 12	47 98 574	22 52 993	2 07 88 25	2 07 26 145	18 54 468	35 20 367	5 39 41 277
	1906 07	30 67 006	16 59 887	1 50 87 669	1 55 53 512	11 77 625	23,21 653	3 88 67 352

TABLE 23.—*Direct expenditure on education by sources, 1911 12*

PROVINCE.		PUBLIC FUNDS					Fees.	Endowments and other sources	GRAND TOTAL.
		Provincial revenues.	Municipal funds.	Local funds.	Other public funds.	TOTAL.			
		Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs
Madras		26 84 100	2 69 073	10 80 431		40 33,554	30 96 091	23,23 804	94 53 469
Bombay		38,24 980	1 38 011	8,24 443	13 12,385	68 99 125	23 40 273	1 70 766	1 07 60 161
Bengal		8 92 710	1 49 144	8 98 666	80 686	40,11 406	53 06 044	22,05,100	1 15 9[illegible] 550
United Provinces		19 91 893	3 14 794	17 08 434	1 85 667	42 00 713	14 85 963	9 58 838	66 45 514
Punjab		11 20 7 3	2 67,587	9 08 898	57,203	23,54 461	13 45 4 6	5 74 601	42 74 518
Burma		10 80 156	3 10 545	3 88 685		17 8 386	10 51,201	2 82 815	31 19 502
Eastern Bengal and Assam		10 30,503	26 940	10 60 090	4 196	21 41 619	27,36 318	6 82 712	55 60 709
Central Provinces and Berar		6 15,109	2 69 1	9,29 548	49,233	18,20 951	2 19 736	2 49 959	22 90 646
Coorg		28 413	2,207	12,350	312	43,302	12 940	4 936	61 178
North West Frontier Province		51,570	51 850	73 119		1,56 539	54 65[illegible]	41 852	2,53 0[illegible]
Total	1911 12	1,52 08 696	24,73 0[illegible]	78,85,194	16,80 874	2 71 47 0 6	1 76,48 716	88,4 473	5,39 41 277
	1906 07	1 00 90 667	17 71,210	69 0,332	13 43 904	2 01 75 198	1,21 44,515	65 47 639	3,88 67 352

TABLE 24.—*Indirect expenditure on education by objects, 1911-12.*

PROVINCE.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	TOTAL.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs
Madras	1,97,571	76,785	7,40,447	1,31,928	11,07,078	2,65,614	15,92,210	41,11,633
Bombay	2,07,618	65,880	5,34,872	2,18,469	12,73,416	1,12,879	4,44,229	28,57,363
Bengal	7,93,974	1,26,045	8,85,539	2,99,797	12,41,758	3,15,183	20,17,588	56,79,884
United Provinces	2,29,886	83,894	5,27,414	2,13,799	19,44,371	2,75,590	8,72,370	41,47,324
Punjab	1,58,421	77,310	2,91,890	2,02,387	9,61,353	1,26,258	7,72,772	25,90,391
Burma	..	79,441	3,61,315	47,741	3,63,646	15,852	7,49,144	16,17,139
Eastern Bengal and Assam	..	93,100	5,20,499	1,43,872	9,73,773	2,11,689	5,42,719	24,85,652
Central Provinces and Berar.	..	50,962	2,07,757	67,366	3,34,445	1,01,139	2,13,126	9,74,795
Coorg	..	..	3,535	3,808	2,400	..	1,933	11,676
North-West Frontier Province.	..	35,639	12,566	11,055	85,583	17,613	13,015	1,75,471
TOTAL 1911-12	15,87,470	6,89,056	40,85,834	13,40,222	82,87,823	14,41,817	72,19,106	2,46,51,328
TOTAL 1906-07	10,38,312	5,67,629	30,82,165	10,55,168	60,11,662	7,00,088	45,81,297	1,70,36,321

UNIVERSITIES

TABLE 25.—*Area and population of the territories assigned to the universities of India*

Province.		Area in square miles.	Population.
CALCUTTA			
(1) Bengal		115 819	52 [illegible]
(2) Native States of Bengal		32 773	4 538 161
(3) Eastern Bengal and Assam		[illegible]	31 018 [illegible]
(4) Native States in Eastern Bengal and Assam		12 [illegible]	[illegible] 835
(5) Burma		230 839	1[illegible] 115 217
	1911 12	491 000	103 316 009
	1906 07	481 858	96 115 863
MADRAS			
(1) Madras		142 330	[illegible] 405 404
(2) Madras States		10 549	4 811 841
(3) Coorg		1 582	174 [illegible]
(4) Hyderabad		82 698	13,374 676
(5) Mysore		[illegible]9 475	5 806 193
(6) Ceylon		[illegible]5 332	4 106 350
	1911 12	291 966	69 67[illegible] 440
	1906 07	290 739	62 909 633
BOMBAY			
(1) Bombay (including Sind and Aden)		1[illegible]3 059	19 672 642
(2) Bombay States		63 864	7 411 675
(3) Baroda		8 182	2 032 798
	1911 12	195 105	29 117 115
	1906 07	196 921	27 420 901
ALLAHABAD			
(1) United Provinces of Agra and Oudh (including Native States)		112 316	48 014 080
(2) Central Provinces and Berar		99 823	13 916 308
(3) Central Provinces States		31 174	2 117 002
(4) Ajmer Merwara		2 711	501 395
(5) Central India Agency		77,367	9 356 980
(6) Rajputana Agency		128 987	10 530 432
	1911 12	452 408	84 43[illegible] 197
	1906-07	452 830	80 911 432
PUNJAB			
(1) Punjab		99 779	19 [illegible]
(2) Punjab States		36 551	4,212 794
(3) North West Frontier Province		38 918	3 819 027
(4) British Baluchistan		53 821	414 412
(5) Kashmir		84 432	3 158 126
(6) Baluchistan (excluding British Baluchistan)		78 034	3[illegible] 432
	1911 12	391 535	31 9[illegible]
	1906-07	3[illegible]2 [illegible]2	30 70[illegible]

TABLE 26.—*Matriculation Examination (boys and girls).*

Province.	Year.	Candidates.			Passes.			Percentage of Passes.		
		Public.	Private.	Total.	Public.	Private.	Total.	Public.	Private.	Total.
Madras	1906-07	7,807	1,045	8,852	2,924	154	3,078	37·5	14·7	34·8
	1911-12	572	8	580	136	1	137	23·8	12·5	23·6
Bombay	1906-07	2,556	1,453	4,009	1,607	281	1,888	62·9	19·3	47·1
	1911-12	3,548	471	4,019	1,841	184	2,025	51·9	39·1	50·4
Bengal	1906-07	3,589	53	3,642	1,987	25	2,012	55·4	47·2	55·2
	1911-12	5,183	129	5,312	3,298	73	3,371	63·6	56·6	63·5
United Provinces	1906-07	1,753	194	1,947	751	21	772	42·8	10·8	39·7
	1911-12	1,850	161	2,011	692	10	702	37·4	6·2	34·9
Punjab	1906-07	2,554	353	2,907	1,316	111	1,427	51·5	31·4	49·1
	1911-12	2,911	301	3,212	1,568	80	1,648	53·8	26·6	51·3
Burma	1906-07	240	11	251	101	4	105	42·1	36·3	41·8
	1911-12	150	14	164	127	7	134	84·7	50·0	81·7
Eastern Bengal and Assam	1906-07	1,790	23	1,813	1,113	8	1,121	62·2	34·8	61·8
	1911-12	3,043	..	3,043	1,960	..	1,960	64·4	..	64·4
Central Provinces and Berar	1906-07	351	14	365	117	6	123	33·3	42·8	33·7
	1911-12	726	43	769	273	3	276	37·6	7·0	35·9
Coorg	1906-07	9	2	11	5	..	5	55·5	..	45·5
	1911-12	..	..	..	..	..	..	..	..	..
North-West Frontier Province	1906-07	245	21	266	111	6	117	45·3	28·6	40·0
	1911-12	247	23	270	140	9	149	56·7	39·1	55·2
Total	1906-07	20,894	3,169	24,063	10,032	616	10,648	48·0	19·4	44·3
	1911-12	18,230	1,150	19,380	10,035	367	10,402	55·04	31·9	53·7

TABLE 27.—*Intermediate or First Arts Examination.*

Province.	Year.	Candidates.			Passes.			Percentage of Passes.		
		Public.	Private.	Total.	Public.	Private.	Total.	Public.	Private.	Total.
Madras	1906-07	1,895	553	2,448	699	72	771	37	13	31
	1911-12	1,514	61	1,575	673	13	686	44	21	44
Bombay	1906-07	599	72	671	383	30	413	64	42	62
	1911-12	797	95	892	568	45	613	71	47	69
Bengal	1906-07	1,838	46	1,884	756	13	769	41	28	41
	1911-12	3,626	74	3,700	1,755	37	1,792	48	50	48
United Provinces	1906-07	629	12	641	295	4	299	47	33	47
	1911-12	989	63	1,052	449	20	469	45	32	45
Punjab	1906-07	554	90	644	267	26	293	48	29	46
	1911-12	765	102	867	323	31	354	42	30	41
Burma	1906-07	70	..	70	19	..	19	24	..	24
	1911-12	139	11	150	69	4	73	50	36	49
Eastern Bengal and Assam	1906-07	748	..	748	278	..	278	37	..	37
	1911-12	1,141	..	1,141	642	..	642	56	..	56
Central Provinces and Berar	1906-07	106	..	106	34	..	34	32	..	32
	1911-12	188	14	202	106	7	113	56	50	56
Coorg	1906-07	..	..	..	..	..	..	..	..	..
	1911-12	..	..	..	..	..	..	..	..	..
North-West Frontier Province	1906-07	10	5	15	3	..	3	30	..	20
	1911-12	17	5	22	12	4	16	71	80	73
Total	1906-07	6,449	778	7,227	2,734	145	2,879	42	19	40
	1911-12	9,176	425	9,601	4,597	161	4,758	50	38	50

TABLE 28.—*B. A. Examination.*

Province.	Year.	Candidates.			Passes.			Percentage of Passes.		
		Public.	Private.	Total.	Public.	Private.	Total.	Public.	Private.	Total.
Madras	1906-07	881	308	1,189	487	92	579	55	30	49
	1911-12	946	355	1,301	671	139	810	71	39	62
Bombay	1906-07	401	77	478	294	31	325	73	40	68
	1911-12	506	108	614	377	65	442	74	60	72
Bengal	1906-07	1,475	93	1,568	342	12	354	23	13	23
	1911-12	919	64	983	571	28	599	62	41	61
United Provinces	1906-07	361	14	375	240	5	215	66	36	65
	1911-12	613	47	660	273	8	281	44	17	42
Punjab	1906-07	221	95	316	81	14	95	37	15	30
	1911-12	391	59	450	130	10	140	35	17	33
Burma	1906-07	16	..	16	8	..	8	50	..	50
	1911-12	32	1	33	20	1	21	62	100	63
Eastern Bengal and Assam	1906-07	230	..	230	41	..	41	18	..	18
	1911-12	200	..	200	123	..	123	61	..	61
Central Provinces and Berar	1906-07	85	..	85	21	..	21	25	..	25
	1911-12	91	20	111	45	5	50	49	25	45
Coorg	1906-07	..	..	..	..	..	..	..	..	..
	1911-12	..	..	..	..	..	..	..	..	..
North-West Frontier Province	1906-07	..	4	4	..	..	..	..	..	..
	1911-12	..	6	6	..	2	2	..	33	33
Total	1906-07	3,670	591	4,261	1,514	[illegible]	1,668	[illegible]	[illegible]	39
	1911-12	3,698	669	4,358	2,21[illegible]	[illegible]	[illegible]477	[illegible]	[illegible]	56

TABLE 29 —*B Sc Examination*

Province	Year	Candidates Public	Candidates Private	Candidates Total	Passes Public	Passes Private	Passes Total	Percentage of Passes Public	Percentage of Passes Private	Percentage of Passes Total
Madras	1906-07									
	1911 12									
Bombay	1906-07	12		12	10		10	83		83
	1911 12	31		31	26		26	84		84
Bengal	1906-07	17		17	9		9	53		53
	1911 12	234	6	240	13[illegible]	2	134	56	33	56
United Provinces	1906-07	2		2	11		11	0		50
	1911 12	104		104	45		45	43		43
Punjab	1906-07	10	3	13	2	1	3	20	33	23
	1911 12	24		24	17		17	71		71
Burma	1906-07									
	1911 12									
Eastern Bengal and Assam	1906-07									
	1911 12	42		42	33		33	78		78
Central Provinces and Berar	1906-07	4		4	2		2	50		50
	1911 12	20		20	10		10	50		50
Coorg	1906-07									
	1911 12									
North West Frontier Province	1906-07									
	1911 12									
TOTAL	1906 07	65	3	68	34	1	35	52	33	51
	1911 12	455	6	461	263	2	265	58	33	57

TABLE 30 —*M A Examination*

Province	Year	Candidates Public	Candidates Private	Candidates Total	Passes Public	Passes Private	Passes Total	Percentage of Passes Public	Percentage of Passes Private	Percentage of Passes Total
Madras	1907		36	36		20	20		56	56
	1912		58	58		27	27		46	46
Bombay	1907	63		63	42		42	67		67
	1912	104	1	105	60	1	61	58	100	58
Bengal	1907	180	48	228	74	14	88	41	29	39
	1912	103	158	261	54	97	151	5[illegible]	63	59
United Provinces	1907	24	4	28	6	1	7	25	25	25
	1912	30	9	39	19	4	23	63	44	59
Punjab	1907	42	8	50	17	1	18	40	12	36
	1912	32	9	41	16	1	17	50	11	41
Burma	1907									
	1912									
Eastern Bengal and Assam	1907									
	1912									
Central Provinces and Berar	1907	1		1	1		1	100		100
	1912	1	3	4		2	2		67	50
Coorg	1907									
	1912									
North West Frontier Province	1907									
	1912		1	1		1	1		100	100
TOTAL	1907	310	96	406	140	36	176	45	39	43
	1912	2[illegible]0	230	509	149	135	284	56	57	56

TABLE 31 —*Successful candidates in successive examinations of the arts and science courses (taken from the general tables for India)*

Year	Entrance	Intermediate	B A	B Sc	M A	M Sc
1908	9 001	3 295	1,787	68	212	6
1909	11,926	3,209	1,878	95	270	8
1910	9,341	3,104	1,150	149	149	10
1911	8,762	4 305	1,293	255	195	18
1912	10,402	4,758	2 477	265	284	47
TOTAL	49 432	18,971	8,585	832	1,110	89
TOTAL OF PREVIOUS QUINQUENNIUM	44,188	14,242	7 435	125	710	

TABLE 32 —*Comparative statement of the output of graduates, 1892 to 1912 (taken from university calendars)*

	1891-92	1892-93	1893-94	1894-95	1895-96	1896-97	1897-98	1898-99	1899-1900	1900-01	1901-02	1902-03	1903-04	1904-05	1905-06	1906-07	1907-08	1908-09	1909-10	1910-11	1911-12
B A	912																		1 445	[illegible]	[illegible]
B Sc	3																		151	217	[illegible]
[illegible]	3																		—	21	14
[illegible]	59																		107	154	136
[illegible]	4																			1	
[illegible]	10																		12	17	23
[illegible]	11																		35	41	16
	1 001	1 031	1 471	1,5[illegible]	1 469	1 439	1,351	1 509	1 640	1 465	1 6[illegible]	1,504	1,797	1 932	2,0[illegible]	1,814	1,8[illegible]	2,1[illegible]	1 817	2,294	2,712

ARTS COLLEGES.

I

TABLE 37.—*List of colleges (affiliated to universities) by provinces and management (taken from university calendars).*

MADRAS.

Names of colleges.	Management.
ARTS COLLEGES.	
A.—COLLEGES FOR MEN.	
FIRST GRADE COLLEGES.	
Presidency College, Madras	Government.
Rajahmundry College, Rajahmundry	Government.
Kumbakonam College, Kumbakonam	Government.
AIDED AND UNAIDED COLLEGES.	
Managed by Committees (non-mission).	
Pachaiyappa's College, Madras	Unaided.
Maharajah's College, Vizianagram	....
Managed by Missions.	
Christian College, Madras	Free Church of Scotland Mission.
Noble College, Masulipatam	Church Missionary Society.
St. Joseph's College, Trichinopoly	Society of Jesus.
S. P. G. College, Trichinopoly	Society for the Propagation of the Gospel.
St. Aloysius' College, Mangalore	Society of Jesus.
SECOND GRADE COLLEGES.	
Government College, Mangalore	Government.
Salem College, Salem	Municipal.
Victoria College, Palghat	Municipal.
Brennen College, Tellicherry	Municipal.
AIDED AND UNAIDED.	
Managed by Committees (non-mission).	
Doveton Protestant College, Madras	Endowed.
Kallikota College, Berhampur	Endowed by the Raja of Kallikot.
Mrs. A. V. Narasinga Rau College, Vizagapatam	Unaided.
Pittapur Rajah's College, Cocanada	Registered under the Indian Companies Act.
The Madura College, Madura	Unaided.
Hindu College, Tinnevelly	Unaided.
Coimbatore College, Coimbatore	Unaided.

MADRAS—*conc'd.*

Names of colleges.	Management.
ARTS COLLEGES—*concld*	
A —COLLEGES FOR MEN—*concld*	
SECOND GRADE COLLEGES—*concld*	
AIDED AND UNAIDED	
Managed by Committees (non mission)—contd	
Rajah's College, Parlakimedi	Managed by Court of Wards, through a Council
The Zamorin College, Calicut .	Financed by the Zamorin—managed by a Board
Managed by Missions	
Wesley College, Madras	Wesleyan Missionary Society
[illegible]	American Evangelical Lutheran Mission
[illegible]	American Arcot Mission
[illegible]	Wesleyan Mission
[illegible]	American Madura Mission
[illegible]	Church Missionary Society
[illegible]	B M Educational Council
B —COLLEGES FOR WOMEN	
SECOND GRADE	
Sarah Tucker College, Palamcottah	Church Missionary Society
PROFESSIONAL COLLEGES	
Teaching	
Teachers' College, Saidapet	Government
Law	
Law College, Madras	Government
Medicine	
Medical College, Madras	Government
Engineering	
Engineering College, Madras . . .	Government

BOMBAY.

Names of colleges.	Management.
ARTS COLLEGES.	
FIRST GRADE.	
Government.	
Elphinstone College, Bombay	Government.
Deccan College, Poona	Government.
AIDED AND UNAIDED.	
Managed by Committees (non-mission).	
Gujarat College, Ahmedabad	....
Fergusson College, Poona	Deccan Educational Society.
Dayaram Jethmal Sind College, Karachi	Sind College Association.
Managed by Missions.	
Wilson College, Bombay	United Free Church of Scotland.
St. Xavier's College, Bombay	Society of Jesus.
SECOND GRADE.	
None.	
PROFESSIONAL COLLEGES.	
Engineering.	
College of Science, Poona	Government.
Agriculture.	
Agricultural College, Poona	Government.
Medicine.	
Grant Medical College, Bombay	Government.
Special.	
Prof. Gajjar's Techno-chemical Laboratory, Bombay	....

BENGAL.

ARTS COLLEGES.	
A.—COLLEGES FOR MEN.	
FIRST GRADE COLLEGES.	
Presidency College, Calcutta	Government.
Sanskrit College, Calcutta	Government.
Hughli College	Government.
Krishnagar College	Government.
Patna College	Government.
Ravenshaw College, Cuttack	Government.

BENGAL—*contd*

Names of colleges.	Management.
ARTS COLLEGES—*contd*	
A —COLLEGES FOR MEN—*contd*	
FIRST GRADE COLLEGES—*concld*	
AIDED AND UNAIDED	
Managed by Committees or Councils (non-mission)	
Metropolitan Institution Calcutta	Originally proprietary since 1896 under Committee
[illegible]	Originally proprietary since 1887 under Council
	Endowed
	Council
Krishnath College Berhampur	
Bihar National College Bankipur	Governing Body
The Bhumihar Brahman College Muzaffarpur	Committee
Mission Colleges	
The Scottish Churches College Calcutta	Scottish Churches Mission
Bishop s College Calcutta	Society for the Propagation of the Gospel in foreign parts
St Columba's College Hazaribagh	Dublin University Mission
Wesleyan College Bankura	Wesleyan Mission
SECOND GRADE COLLEGES	
Midnapur College Midnapur	Municipal Board
AIDED AND UNAIDED	
Managed by Committees or Councils (non mission)	
Diamond Jubilee College Monghyr	Joint Committee of the Monghyr District Board and Municipality
The Hindu Academy Daulatpur	Council
[illegible]	Governing Body
	Governing Body
	Committee
Mission Colleges	
London Missionary Society s Institution Calcutta	London Mission
St Xavier s College Calcutta	Society of Jesus
Church Missionary Society s College Calcutta	C M S
Serampore College	College Council

BENGAL—*concld.*

Names of colleges.	Management.
ARTS COLLEGES—*concld.*	
B.—COLLEGES FOR WOMEN.	
FIRST GRADE COLLEGES.	
Bethune College, Calcutta	Government.
Diocesan College, Calcutta	Community of St. John Baptist.
PROFESSIONAL COLLEGES.	
Teaching.	
David Hare Training College, Calcutta	Government.
Training College, Patna	Government.
London Missionary Society's Training College, Bhawanipore, Calcutta	....
Law.	
University Law College, Calcutta	....
Law College, Patna	Government.
Medicine.	
Medical College, Calcutta	Government.
Engineering.	
Civil Engineering College, Sibpur	Government.

EASTERN BENGAL AND ASSAM.

ARTS COLLEGES.	
FIRST GRADE COLLEGES.	
Dacca College, Dacca	Government.
Rajshahi College	Government.
Chittagong College, Chittagong	Government.
Cotton College, Gauhati	Government.
AIDED AND UNAIDED.	
Managed by Committees (non-mission).	
Brajamohan Institution, Barisal	Governing Body.
Jagannath College, Dacca	Board of Trustees.
SECOND GRADE COLLEGES.	
AIDED AND UNAIDED.	
Managed by Committees or Councils (non-mission).	
The Edward College, Pabna	Originally Proprietary. Managed by a Committee since 1906.
Victoria College, Comilla	Originally proprietary.
The Anandamohan College, Mymensingh	Council.

EASTERN BENGAL AND ASSAM—concld

Names of Colleges.	Management.
ARTS COLLEGES—*concld*	
SECOND GRADE COLLEGES—*concld*	
Managed by Committees (non mission)	
Muranchand College Sylhet	Committee
PROFESSIONAL COLLEGES	
Teaching	
Training College Dacca	Government
Law	
Law College Dacca	Government

BURMA

ARTS COLLEGES	
FIRST GRADE	
Rangoon College	Government
American Baptist Mission College Rangoon	American Baptist Mission

UNITED PROVINCES

ARTS COLLEGES	
FIRST GRADE COLLEGES FOR MEN	
Government	
Muir Central College Allahabad	Government
Queen s College Benares	Government
AIDED AND UNAIDED	
Managed by Committees (non mission)	
Canning College Lucknow	Supported by the Taluqdars of Oudh
Muhammadan Anglo Oriental College Aligarh	Supported by the Muhammadan community
Agra College Agra	
Central Hindu College Benares	
Meerut College Meerut	
Bareilly College Bareilly	
Managed by Missions	
Christian College Allahabad	American Presbyterian Mission
St John s College Agra	Church Missionary Society
Christ Church College Cawnpore	Society for the Propagation of the Gospel
Reid Christian College Lucknow	North India Conference of the Methodist Episcopal Church

UNITED PROVINCES—*concld.*

Names of colleges.	Management.
ARTS COLLEGES—*concld.*	
SECOND GRADE COLLEGES FOR MEN.	
Aided and Unaided, managed by Committees (non-mission).	
Kayastha Pathshala, Allahabad	....
European Boys' High School, Allahabad	Committee.
Managed by Missions.	
St. Andrew's College, Gorakhpur	Church Missionary Society.
Ramsay College, Almora	Almora London Missionary Society.
FIRST GRADE COLLEGES FOR WOMEN.	
Isabella Thoburn College, Lucknow	Women's Foreign Missionary Society of the Methodist Episcopal Church of America.
Woodstock College, Mussoorie	Mission.
SECOND GRADE COLLEGES FOR WOMEN.	
All Saints' Diocesan College, Naini Tal	Mission.
European Girls' High School, Allahabad	Committee.
PROFESSIONAL COLLEGES.	
Teaching.	
Higher Grade Training College, Allahabad	Government.
Law.	
University Law College, Allahabad	....
Medicine.	
King George's Medical College, Lucknow	Government.

PUNJAB.

ARTS COLLEGES.	
FIRST GRADE.	
Government.	
Government College, Lahore	....
AIDED AND UNAIDED.	
Managed by Committees (non-mission).	
Dayanand Anglo-Vedic College	Lahore Arya Samaj.
Islamia College, Lahore	Under the control of the Anjuman-i-Himayat-i-Islam, Lahore.
Khalsa College, Amritsar	Principally for the Sikhs.
Dyal Singh College, Lahore	Board of Trustees.
Managed by Missions.	
Forman Christian College, Lahore	Punjab Mission of the American Presbyterian Church.
St. Stephen's College, Delhi	Cambridge Mission.
Gordon Mission College, Rawalpindi	American United Presbyterian Mission.

PUNJAB—*concld.*

Names of colleges.	Management.
ARTS COLLEGES—*concld.*	
SECOND GRADE.	
Aided and Unaided	
Managed by Committees (non-mission)	
Hindu College, Delhi	...
Managed by Missions	
Murray College, Sialkot	Punjab Mission of the Church of Scotland
ORIENTAL COLLEGES	
Oriental College, Lahore	University.
PROFESSIONAL COLLEGES	
Law	
Law College, Lahore	University
Teaching	
Central Training College, Lahore	Government
Medicine	
Medical College, Lahore	Government
NORTH-WEST FRONTIER PROVINCE	
Edwardes Church Mission College, Peshawar (1st grade)	Church Missionary Society

CENTRAL PROVINCES.

ARTS COLLEGES.	
FIRST GRADE	
Government College, Jubbulpore	Government
Victoria College of Science, Nagpore	Government
AIDED AND UNAIDED	
Managed by Committees (non mission)	
Morris College, Nagpore	....
Managed by Missions.	
Hislop College, Nagpore	United Free Church of Scotland.
SECOND GRADE	
None	
PROFESSIONAL COLLEGES.	
Teaching	
Training College, Jubbulpore	Government

II.

NATIVE STATES INCLUDED IN THE EDUCATIONAL RETURNS.

States.	Names of Colleges.
Kathiawar States	Bahauddin College, Junagadh. Samaldas College, Bhavnagar.
Kolhapur	Rajaram College.

III.

BRITISH TERRITORY EXCLUDED FROM EDUCATIONAL RETURNS.

Rajputana Agency, Government College, Ajmer.

IV.

NATIVE STATES EXCLUDED FROM THE EDUCATIONAL RETURNS.

Hyderabad	Nizam College.
Mysore	Maharaja's College. Central College, Bangalore. St. Joseph's College, Bangalore. Sacred Heart College, Bangalore. Maharani's College, Mysore.
Travancore	Maharaja's College, Trivandrum. Maharaja's College for Girls, Trivandrum. Church Mission College, Kottayam. Scott Christian College, Nagercoil. Training College, Trivandrum. Maharaja's Law College, Trivandrum.
Cochin	Ernakulam College.
Pudukota	Maharaja's College, Pudukota.
Baroda	Baroda College.
Rajputana Agency	Maharaja's College, Jaipur. Jaswant College, Jodhpur.
Central India Agency	Victoria College, Gwalior. Holkar College, Indore. Canadian Mission College, Indore.
Kashmir and Jammu	Sri Partab Hindu College, Srinagar. Prince of Wales College, Jammu.
Patiala	Mohindra College.
Kapurthala	Randhir College.
Bahawalpur	Sadiq-Dane College.
Kooch Behar	Victoria College.

Total of Arts Colleges

Colleges included in the returns —

		1st grade	2nd grade
Colleges situated in British India included in the returns		71	46
Colleges in Native States included in Bombay returns		2	1
		—	—
TOTAL OF COLLEGES INCLUDED IN RETURNS		73	47
		—	—

Colleges excluded from returns —

		1st grade	2nd grade
British territory Ajmer		1	
Native States		14	10
		—	—
TOTAL OF COLLEGES EXCLUDED FROM THE RETURNS IN INDIA		15	10
		—	—

Other Colleges —

Oriental	1
Teaching	8
Medical	5
Law	7
Engineering	3
Agricultural	1
	—
TOTAL	25
One Teaching and one Law College at Trivandrum not included in the returns	
	—
TOTAL	27

	1st grade	2nd grade
TOTAL OF ARTS COLLEGES INCLUDED IN THE RETURNS	73	47
TOTAL OF ARTS COLLEGES IN INDIA EXCLUDED FROM THE RETURNS	15	10
	—	—
	88	57
TOTAL OF OTHER COLLEGES	27	
	—	
GRAND TOTAL	172	

Statement of colleges disaffiliated or affiliated during the quinquennium, 1907—1912.

DISAFFILIATED.	AFFILIATED.
Doveton College, Calcutta.	The Scottish Churches College, Calcutta.
La Martinière College, Calcutta.	Serampore College.
St. Paul's School, Darjeeling.	Diocesan (Girls') College, Calcutta.
Duff College, Calcutta.	David Hare Training College, Calcutta.
General Assembly's Institution, Calcutta.	Training College, Patna.
The Madrassa, Calcutta.	London Missionary Society's Training College, Bhowanipore.
Armenian College, Calcutta.	Training College, Dacca.
Albert College, Calcutta.	University Law College, Calcutta.
St. Joseph's College, Darjeeling.	Law College, Patna.
Pramatha Manmatha College, Tangail.	Law College, Dacca.
Duplex College, Chandernagore.	Basel German Mission College, Calicut.
St. Peter's College, Tanjore.	Training College, Trivandrum.
Church of Scotland Mission College, Madras.	Maharaja's Law College, Trivandrum.
Wardlaw College, Bellary.	Dyal Singh College, Lahore.
American Baptist Mission College, Ongole.	Prince of Wales College, Jammu.
St. Joseph's College, Cuddalore.	All Saints' Diocesan College, Naini Tal.
St. Mary's Presentation Convent College, Madras.	Victoria College of Science, Nagpur.
Training College, Rajahmundry.	Higher Grade Training College, Allahabad.
St. Bede's College, Simla.	Training College, Jubbulpore.
Bishop Cotton School, Simla.	University Law College, Allahabad.
Auckland House School, Simla.	King George's Medical College, Lucknow.
St. Peter's College, Agra.	
St. George's College, Mussoorie.	
Diocesan Boys' School, Naini Tal.	
Philander Smith Institute, Naini Tal.	

Total—Disaffiliated	.	25
Affiliated	.	21
Decrease	.	4

TABLE 38 —*Arts colleges, by provinces*

PROVINCE.	1886-87.	1891 92.	1896-07.	1901-02.	1906-07.	1911-12.
Madras	31	35	37	40	36	32
Bombay	9	9	10	10	10	11
Bengal	27	34	38	44	34	32
United Provinces	12	12	16	26	21	21
Punjab	3	6	8	12	9	10
Burma	1	1	2	2	2	2
Eastern Bengal and Assam	..	..	1*	2*	11	10
Central Provinces and Berar	3	3	3	3	3	4
North West Frontier Province	..	..	..	1	1	1
TOTAL	86	100	115	140	127	123

* Assam only

TABLE 39 —*Arts colleges, by management and provinces*

PROVINCE	1906-07								1911-12.							
	PUBLIC MANAGEMENT				PRIVATE MANAGEMENT			Grand Total.	PUBLIC MANAGEMENT				PRIVATE MANAGEMENT			Grand Total
	Government	Board.	Native State	Total	Aided	Unaided.	Total		Government	Board	Native State.	Total.	Aided.	Unaided.	Total	
Madras	4	3		7	26	3	29	36	4	3		7	22	3	25	32
Bombay	2		3	5	5		5	10	2		3	5	5	1	6	11
Bengal	8	2		10	6	18	24	34	7	2		9	8	15	23	32
United Provinces	2			2	9	10	19	21	2			2	13	6	19	21
Punjab	1			1	4	4	8	9	1			1	5	4	9	10
Burma	1			1	1		1	2	1			1	1		1	2
Eastern Bengal and Assam	4			4		7	7	11	4			4	5	1	6	10
Central Provinces and Berar	1			1	2		2	3	2			2	2		2	4
North West Frontier Province					1		1	1					1		1	1
TOTAL	23	5	3	31	54	42	96	127	23	5	3	31	62	30	92	123

TABLE 40.—*Arts colleges, by management and periods*

MANAGEMENT.	1886-87	1891 92.	1896-97	1901-02.	1906-07.	1911-12.
Public management.						
Government	(a)	23	23	24	23	23
Board	(a)	5	5	5	5	5
Native State	(a)	2	2	3	3	3
TOTAL	32	30	30	32	31	31
Private management						
Aided	37	44	51	55	54	62
Unaided	17	26	34	53	42	30
TOTAL	54	70	85	108	96	92
GRAND TOTAL	86	100	115	140	127	123

(a) Details not available.

TABLE 47.—*Race or creed of male pupils in Arts colleges.*

RACE OR CREED.	1906-07.		1911-12.	
	Number of pupils.	Number in 10,000 of school-age population.	Number of pupils.	Number in 10,000 of school-age population.
Europeans and Anglo-Indians	102	47	134	53
Indian Christians	627	49	779	45
Hindus	15,127	13	23,491	18
Muhammadans	1,468	4	2,761	6
Buddhists	85	1	227	3
Parsis	401	653	477	702
Others	31	·5	48	·6
TOTAL	17,841	10	27,917	14

TABLE 48.—*Numbers of female pupils in Arts colleges.*

PROVINCE.	1906-07.	1911-12.
Madras	39	46
Bombay	57	76
Bengal	24	81
United Provinces	38	54
Punjab	..	..
Burma	2	22
Eastern Bengal and Assam	..	..
Central Provinces and Berar	..	..
Coorg	..	..
North-West Frontier Province	..	..
TOTAL	160	279

TABLE 49.—*Expenditure on Arts colleges.*

(In thousands of rupees.)

PROVINCE.	1886-87.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	4,73	5,51	6,22	6,31	6,54	10,11
Bombay	2,49	3,14	3,70	3,53	4,67	5,31
Bengal	5,45	7,07	7,48	8,22	8,08	12,65
United Provinces	1,99	2,35	3,43	4,29	5,21	8,56
Punjab	69	1,04	1,22	1,70	2,31	3,84
Burma	34	43	72	83	78	1,32
Eastern Bengal and Assam	..	..	4	16	1,75	1,43
Central Provinces and Berar	38	45	50	58	70	1,26
Coorg	..	..	..	..	..	..
North-West Frontier Province	..	..	..	1	5	15
TOTAL	16,07	20,02	23,31	25,63	30,12	47,25

TABLE 50 —*Expenditure on Arts colleges, by sources*

(In thousands of rupees)

PROVINCE	1906-07							1911-12.						
	Provincial revenues	Native State revenues	Local funds	Municipal funds.	Fees	Other sources	Total	Provincial revenues.	Native State revenues	Local funds	Municipal funds.	Fees	Other sources	Total.
Madras	2 45				2 89	1 20	6 54	3 09			6	4 16	2,80	10,11
Bombay	1 49	61	6	11	1 77	63	4 67	1 47	68	7	17	2,43	47	5 34
Bengal	3 29		1	1	2 64	2 13	8 09	4 12		3	1	6 04	[illegible] 45	12 65
United Provinces	1 91	8		6	1 40	1 76	5 21	3 20	44	15	7	2 32	2 58	8,56
Punjab	81			2	82	69	2 34	1 19			2	1 41	1 72	3 34
Burma	50				12	16	78	79				23	26	1 52
Eastern Bengal and Assam	87				57	31	1 75	2,33				1 43	27	4 03
Central Provinces and Berar	38			1	12	19	70	77				29	20	1 56
Coorg														
North West Frontier Province	1				1	3	5	1				2	12	15
TOTAL	11 71	69	7	21	10 34	7 10	30 12	16 96	1 12	25	33	18 43	10 17	47 56

TABLE 51 —*Expenditure on Arts colleges, by sources and periods*

(In thousands of rupees)

SOURCES	1886 87	1891 92	1896 97	1901 02	1906-07	1911 12
Provincial revenues	8 36	8 70	9 63	8 96	11,71	16 96
District and municipal funds	22	30	36	27	28	58
TOTAL PUBLIC	8 58	9 00	9 99	9,23	11,99	17,54
Fees	3 69	6 32	7 43	9 74	10 34	18 43
Other sources	3,80	4,70	5 89(*a*)	6 66(*a*)	7,79(*a*)	11,29(*a*)
TOTAL PRIVATE	7,49	11 02	13 32	16,40	18,13	29,72
GRAND TOTAL	16 07	20,02	23 31	25 63	30 12	47,26

(*a*) Includes Rs 38 833 from Native State revenues in 1896 97, Rs. 45,654 in 1901-02, Rs. 69 023 in 1906-07 and Rs. 1,12,181 in 1911 12

TABLE 52 —*Income of publicly managed Arts colleges in British India (exclusive of fees)*

(In thousands of rupees)

PROVINCE.	1906-07			1911 12		
	Grants from Provincial, Municipal and Local Boards revenues.	Endowments and subscriptions.	Total.	Grants from Provincial Municipal and Local Boards revenues.	Endowments and Subscriptions	Total.
Madras	1,37	3	1 40	2,29	3	2,32
Bombay	85	15	1 00	79	15	94
Bengal	3 03	8	3 11	3,59	8	3,67
United Provinces	1,19	1	1,20	1,83	..	1 83
Punjab	65	..	65	98	..	98
Burma	47		47	72	..	72
Eastern Bengal and Assam	87	10	97	1 90	11	2 01
Central Provinces and Berar	24	4	28	46	3	49
Coorg	..	..	..	..	..	..
North West Frontier Province	..	..	..	..	..	..
TOTAL	8 67	41	9 08	12,58	[illegible]	[illegible]

TABLE 53.—*Income of privately managed Arts colleges in British India, exclusive of fees.*

(In thousands of rupees.)

Province.	1906-07.			1911-12.		
	Grants from Provincial, Municipal and Local Boards revenues.	Endowments and subscriptions.	Total.	Grants from Provincial, Municipal and Local Boards revenues.	Endowments and subscriptions.	Total.
Madras	1,09	1,17	2,26	84	2,78	3,62
Bombay	80	49	1,29	92	32	1,24
Bengal	28	2,05	2,33	57	2,37	2,94
United Provinces	78	1,75	2,53	1,59	2,39	3,98
Punjab	17	69	86	23	1,22	1,45
Burma	2	17	19	6	26	32
Eastern Bengal and Assam	..	21	21	43	16	59
Central Provinces and Berar	16	15	31	32	16	48
Coorg	..	..	..	..	..	..
North-West Frontier Province	1	2	3	1	12	13
TOTAL	3,31	6,70	10,01	4,97	9,78	14,75

TABLE 51.—*Average annual cost of educating a student in an English Arts college.*

Province.	Annual cost.	
	1906-07.	1911-12.
Madras	149	207
Bombay	181	156
Bengal	166	135
United Provinces	247	264
Punjab	158	169
Burma	551	394
Eastern Bengal and Assam	147	141
Central Provinces and Berar	263	214
Coorg	..	..
North-West Frontier Province	213	387
AVERAGE	177	175

TABLE 55.—*Income from fees in Arts colleges.*

Province.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	1,90,527	1,87,453	2,25,838	2,88,692	4,15,995
Bombay	87,281	98,009	1,32,561	1,77,137	2,48,585
Bengal	2,75,505	3,10,506	4,12,528	2,63,803	6,03,942
United Provinces	46,000	72,081	1,04,349	1,39,296	2,31,860
Punjab	25,052	59,358	67,523	82,549	1,40,509
Burma	2,490	4,306	9,981	12,378	27,671
Eastern Bengal and Assam	..	666	5,360	56,438	1,43,006
Central Provinces and Berar	4,638	10,370	14,517	12,533	29,292
Coorg	..	..	..	..	..
North-West Frontier Province	..	..	844	1,378	1,894
TOTAL	6,31,493	7,42,749	9,73,501	10,34,204	18,42,754

TABLE 56 —*Average annual fee per pupil in Arts colleges*

PROVINCE	1896-97	1901-02.	1906 07	1911 12.
	Rs.	Rs.	Rs.	Rs.
Madras	55·7	69·9	6[illegible]·9	8[illegible] 3
Bombay	64 4	70·5	68·8	72 5
Bengal	47·3	48·6	54 3	61 7
United Provinces	51·4	67 7	66·0	71·5
Punjab	55·8	53·9	5[illegible] 5	61·9
Burma	[illegible]5·9	6[illegible]·7	87 2	82·8
Eastern Bengal and Assam	26·6	47·9	47·6	50·2
Central Provinces and Berar	34·7	53·8	46·8	49·6
North West Frontier Province		52 8	59·9	49 8
GENERAL AVERAGE	51 8	57 5	60 7	68 3

TABLE 57 —*Expenditure on scholarships in Arts colleges*

(In thousands of rupees)

PROVINCE	1896 97	1901 02	1906 07	1911 12.
Madras	24	2[illegible]	27	27
Bombay	26	33	49	47
Bengal	9[illegible]	1 03	70	1 17
United Provinces	32	40	51	58
Punjab	26	27	33	30
Burma	5	8	7	10
Eastern Bengal and Assam	21	23	31	40
Central Provinces and Berar	6	7	9	15
Coorg	1	1	2	1
North West Frontier Province		·2	3	·2
TOTAL	2 36	2 67·2	2 79 3	3 45 2

ORIENTAL COLLEGE EXAMINATIONS

TABLE 58 —*Sanskrit Examinations*

		No. of Schools.	FIRST EXAMINATION		SECOND EXAMINATION		TITLE EXAMINATION	
			Candidates	Passes.	Candidates	Passes.	Candidates	Passes
Bengal	1907	415	2,573	813	1,391	4[illegible]0	301	114
	1912	522	2 794	1,525	1 836	1 167	414	235
Eastern Bengal and Assam	1907	218	731	241	296	102		
	1912							

		No. of Schools.	PROFICIENCY		HIGH PROFICIENCY		HONOURS	
			Candidates.	Passes.	Candidates	Passes.	Candidates	Passes.
United Provinces	1907	107	2[illegible]1	123	3[illegible]	13[illegible]	[illegible]	64
	1912	106	789	210	719	[illegible]	[illegible]	1[illegible]
Punjab	1907	8	56	28	22	6	21	19
	1912	1	76	57	[illegible]4	22	41	15
North West Frontier Province	1907		9	7	6	4	4	1
	1912		6		7			

TABLE 59.—*Arabic Examinations.*

		No. of Schools.	Candidates.	Passes.
Bengal	1907	3	143	80
	1912	..	..	..
Eastern Bengal and Assam	1907	7	250	151
	1912	..	..	..

		No. of Schools.	Proficiency.		High Proficiency.		Honours.	
			Candidates.	Passes.	Candidates.	Passes.	Candidates.	Passes.
United Provinces	1907	9	14	7	1	1	..	..
	1912	7	29	17	8	5	..	..
Punjab	1907	2	11	..	6	5	19	15
	1912	1	7	2	14	10	29	22

SECONDARY SCHOOLS

TABLE 60.—*Number and strength of secondary English schools for boys by grades*

PROVINCE.		1906-07 High English	1906-07 Middle English.	1906-07 Total.	1911-12 High English	1911-12 Middle English.	1911-12 Total
Madras	S. P.	171 57 64[illegible]	[illegible] 31 748	463 89 390	168 71 545	[illegible]07 31 341	3[illegible] 10[illegible]886
Bombay	S. P.	114 31 84[illegible]	331 20 4[illegible]0	44[illegible] 5[illegible] [illegible]	1[illegible]9 41 1[illegible]9	3[illegible]1 [illegible]6 145	480 67 5[illegible]4
Bengal	S. P.	397 80 09[illegible]	6[illegible]1 45 833	1 048 1[illegible] 9 [illegible]	398 10[illegible] 818	96 69 [illegible]	1 194 17[illegible] 577
United Provinces	S. P.	108 [illegible]4 460	90 9 431	198 33 891	115 31 169	4 10 804	189 44 973
Punjab	S. P.	(*a*) 93 30 6[illegible]	86 1[illegible] 460	1[illegible]9 46 11[illegible]	101 47 66[illegible]	93 [illegible]3 [illegible]89	194 [illegible]0 951
Burma	S. P.	(*b*) 18 7 384	67 11 513	8[illegible] 18 897	(*c*) [illegible]7 8 814	86 13 [illegible]06	113 [illegible] 3[illegible]0
Eastern Bengal and Assam	S. P.	[illegible]1[illegible] 47 130	511 41 973	[illegible]3 89 103	[illegible] 4 4 5 7	41 88 4[illegible]	965 163 01[illegible]
Central Provinces and Berar	S. P.	30 [illegible] 0[illegible]	96 10 649	1[illegible]6 1[illegible] 674	3[illegible] 3 10[illegible]	111 1[illegible] 730	146 1[illegible] 83[illegible]
Coorg	S. P.	1 301	1 130	[illegible] 431	1 [illegible]07	1 148	[illegible] 3[illegible]5
North West Frontier Province	S. P.	12 3 40[illegible]	4 923	16 4 41[illegible]	12 5 146	4 1 439	16 6 [illegible]8[illegible]
TOTAL	S. P.	1 156 [illegible]8[illegible] 0[illegible]0	2 1[illegible]9 188 110	3,28[illegible] 4[illegible] 3 130	1 [illegible]10 389 48[illegible]	[illegible] 464 [illegible]7 586	3 674 667 068

(*a*) Excludes 1 vernacular high school with 51 pupils
(*b*) Excludes 8 vernacular high schools with 992 pupils
(*c*) Excludes 9 vernacular high schools with 1 0[illegible]0 pupils

TABLE 61.—*Secondary English schools for boys by periods*

PROVINCE.		1886-87	1891-92.	1896-97	1901-02.	1906-07	1911-12.
Madras	S. P.	[illegible]0 50,246	491 49 0[illegible]	[illegible]4 60 471	437 [illegible]4 514	463 89,3[illegible]0	3[illegible] 10[illegible] 88[illegible]
Bombay	S. P.	337 3[illegible] 094	35[illegible] 39 363	403 3[illegible] 8 8	4[illegible] 43 397	445 5[illegible] [illegible]	480 6[illegible] [illegible]
Bengal	S. P.	1 01[illegible] 115 310	1 193 13[illegible] 034	1 33[illegible] 153 [illegible] 8	1 491 191 618	1 048 1[illegible] [illegible]5	1 194 1[illegible]
United Provinces	S. P.	133 [illegible]0	139 [illegible]1 909	16[illegible] [illegible]1 411	104 [illegible]6,[illegible]37	198 33 891	189 44 [illegible]3
Punjab	S. P.	1[illegible]9 [illegible] 96	13[illegible] 30 481	191 39 [illegible]	[illegible]3[illegible] 41 698	1[illegible]9 46,11[illegible]	194 [illegible] 1
Burma	S. P.	43 6 0[illegible]6	5[illegible] 6[illegible]	[illegible]7 9 1 4	6 13,3 1	8[illegible] 18 897	113 22,320
Eastern Bengal and Assam	S. P.	60 6 9[illegible]8	6[illegible] [illegible] 4 1	8 8,5[illegible]	101 11,2[illegible]	[illegible]3 8[illegible] 1 3	965 163 01[illegible]
Central Provinces and Berar	S. P.	93 8 860	101 9 6[illegible]3	11[illegible] 10 [illegible]3	1[illegible]3 1[illegible] 401	1[illegible]6 1[illegible] 6[illegible]4	146 1[illegible]
Coorg	S. P.	3 441	3 [illegible]0	[illegible] [illegible]	[illegible] 5[illegible]	[illegible] 4 1	[illegible] 3[illegible]
North West Frontier Province	S. P.				1 3 [illegible]	16 4 415	16 6[illegible]
TOTAL	S. P.	[illegible] 1 [illegible]1 6[illegible]	2,[illegible]13 301 [illegible]3	[illegible] 3[illegible] [illegible]	3,0[illegible] 4[illegible] 1	3[illegible] 4[illegible]3 130	3[illegible]4 66[illegible]

TABLE 62.—*High schools for boys (English and Vernacular) by periods.*

Province.		1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	S.	136	133	157	171	168
	P.	24,002	35,666	45,613	57,612	71,545
Bombay	S.	72	89	105	114	120
	P.	22,406	15,856	25,419	31,842	41,429
Bengal	S.	308	393	535	397	398
	P.	77,433	83,610	122,271	80,092	102,848
United Provinces	S.	80	97	101	108	115
	P.	16,019	17,331	17,323	24,460	34,169
Punjab	S.	51	74	97	94	101
	P.	16,639	21,826	25,425	30,703	47,662
Burma	S.	11	13	15	26	36
	P.	3,398	4,112	5,011	8,376	9,894
Eastern Bengal and Assam	S.	18	21	23	212	224
	P.	3,452	3,931	5,143	47,130	74,557
Central Provinces and Berar	S.	14	19	24	30	35
	P.	1,010	1,304	1,580	2,025	3,105
Coorg	S.	2	1	1	1	1
	P.	301	324	265	301	207
North-West Frontier Province	S.	..	..	12	12	12
	P.	..	..	2,905	3,492	5,146
TOTAL	S.	755	810	1,070	1,165	1,219
	P.	164,693	183,993	251,885	286,063	390,562

TABLE 63.—*Middle English schools for boys by periods.*

Province.		1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	S.	355	261	280	292	207
	P.	25,020	24,805	28,871	31,748	31,341
Bombay	S.	280	314	322	331	351
	P.	16,962	17,022	17,978	20,450	26,145
Bengal	S.	827	942	946	651	796
	P.	58,501	69,658	69,377	45,833	69,729
United Provinces	S.	59	72	93	90	74
	P.	5,890	7,077	9,214	9,431	10,804
Punjab	S.	82	119	144	86	93
	P.	13,901	17,839	19,599	15,460	23,289
Burma	S.	46	54	61	67	86
	P.	4,259	5,062	7,410	11,513	13,506
Eastern Bengal and Assam	S.	49	66	78	511	741
	P.	3,999	4,631	6,064	41,973	88,455
Central Provinces and Berar	S.	90	93	99	96	111
	P.	8,598	9,424	10,824	10,649	12,730
Coorg	S.	1	1	1	1	1
	P.	196	323	257	130	148
North-West Frontier Province	S.	..	..	6	4	4
	P.	..	..	967	923	1,439
TOTAL	S.	1,789	1,922	2,030	2,129	2,464
	P.	137,326	155,841	170,561	188,110	277,586

TABLE 64 —*Secondary English schools for boys classified according to management*

Province		1906-07 Government.	1906-07 Board	1906-07 Native State	1906-07 Aided.	1906-07 Unaided.	1906-07 Total.	1911-12 Government.	1911-12 Board	1911-12 Native State.	1911-12 Aided	1911-12 Unaided.	1911-12 Total
Madras	S.	11	111	1	264	76	463	6	84	1	265	19	[illegible]
	P	2 035	16,519	110	[illegible]	16 861	89 390	1 347	18 501	93	[illegible]	3 817	[illegible]
Bombay	S	26	65	118	158	[illegible]	445	20	63	120	[illegible]	86	[illegible]
	P	8 127	4 140	10 081	20 633	9 311	[illegible]	8 516	4 067	[illegible]	27 649	12,419	[illegible]
Bengal	S	42	35	18	682	271	1 048	46	[illegible]	[illegible]	732	323	1 194
	P	9 791	3 711	1 739	65 873	44 611	125 925	[illegible]	5 940	2 330	90 940	59 905	[illegible]
United Provinces	S	1	54	1	103	39	198	47	12	2	101	27	199
	P	486	9 979	344	[illegible]	4 313	33 891	12 923	2,113	513	[illegible]	4 967	[illegible]
Punjab	S	33	58		62	26	179	31	67		75	21	194
	P	11 993	12 684		14 437	6 998	46 112	14 091	20 186		[illegible]	7,808	[illegible]
Burma	S	12	16		57		85	28	7		78		113
	P	2 026	3 796		13 075		18 897	[illegible]	1 584		15 610		22 320
Eastern Bengal and Assam.	S	30	19		413	261	723	36	30		471	428	[illegible]
	P	7 179	2 430		[illegible]	27 299	89 103	12 001	4 619		70 209	75 093	163 012
Central Provinces and Berar	S	39	32	7	42	6	126	52	34	11	45	4	146
	P	[illegible]	3 088	307	2 972	185	12 674	7 613	[illegible]	[illegible]	[illegible]	183	[illegible]
Coorg	S	2					2	2					2
	P	431					431	[illegible]					353
North-West Frontier Province.	S		9		4	3	16		9		6	1	16
	P	.	[illegible]		981	907	4 415		3 357		2,660	569	6 595
TOTAL	S	196	399	145	1 785	760	3 233	[illegible]	[illegible]	161	[illegible]	909	[illegible]
	P	48 190	58 874	12,581	232 800	120 685	473 130	[illegible]	[illegible]	17 547	343 331	[illegible]	667 069

TABLE 65 —*Secondary English schools for boys managed by District Boards and Municipalities*

Province		1906-07 District Board.	1906-07 Municipal.	1911-12 District Board.	1911-12 Municipal.
Madras	S.	88	23	63	21
	P	11,372	5 147	[illegible]	6 415
Bombay	S	2	63	4	59
	P	146	3,994	291	[illegible]
Bengal	S.	30	5	46	6
	P	2 667	1 011	4 499	1 441
United Provinces	S.	41	13	7	5
	P	8 400	1,679	1 019	1 064
Punjab	S.	15	43	29	29
	P	3 510	9 174	8 907	11,319
Burma	S.	..	16		7
	P	..	3 796		1,581
Eastern Bengal and Assam	S.	16	3	27	3
	P	1 416	981	3 697	1,122
Central Provinces and Berar	S.	5	27	8	26
	P	279	2 829	466	3,129
Coorg	S.	.	.	.	..
	P	..			..
North West Frontier Province	S.	3	6	3	6
	P	706	1 521	1 103	[illegible]
TOTAL .	S.	[illegible]	[illegible]	156	[illegible]
	P.	[illegible]	[illegible]	[illegible]	[illegible]

TABLE 66.—*Secondary English schools for boys, by management and periods.*

—	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
Government	219	191	194	196	274
Board	328	355	360	399	358
Native State	79	113	142	145	161
Aided	1,381	1,489	1,573	1,785	1,972
Unaided	536	612	828	760	909
TOTAL	2,543	2,760	3,097	3,285	3,674
Public management	626	659	696	740	793
Private management	1,917	2,101	2,401	2,545	2,881
TOTAL	2,543	2,760	3,097	3,285	3,674

TABLE 67.—*Caste of pupils in secondary English schools for boys, 1911-12.*

PROVINCE.	Europeans and Anglo-Indians.	Indian Christians.	HINDUS.			Muhammadans.	Buddhists.	Parsis.	Others.	Total.
			Brahmans.	Non-Brahmans.	Total Hindus.					
Madras	3,288	9,331	44,881	39,779	84,660	5,506	19	44	38	102,886
Bombay	2,378	4,344	20,411	28,798	49,209	5,493	..	5,392	758	67,574
Bengal	3,920	3,414	41,665	101,748	143,413	20,349	133	29	1,319	172,577
United Provinces	2,306	1,386	8,481	22,274	30,755	10,411	39	38	38	44,973
Punjab	884	888	6,838	37,456	44,294	24,723	7	22	133	70,951
Burma	1,629	3,899	123	1,274	1,397	1,772	14,613	37	53	23,400
Eastern Bengal and Assam	236	1,071	22,242	78,529	100,771	59,431	758	..	745	163,012
Central Provinces and Berar	255	343	6,376	6,501	12,877	2,053	106	58	143	15,835
Coorg	..	5	42	304	346	4	..	..	..	355
North-West Frontier Province	1	24	260	2,938	3,198	3,362	..	..	..	6,585
TOTAL 1911-12	14,897	24,705	151,319	319,601	470,920	133,104	15,675	5,620	3,227	668,148
TOTAL 1906-07	12,281	22,572	119,818	229,059	348,877	70,466	12,657	5,212	2,108	474,173

TABLE 68.—*Average number of pupils in secondary English schools for boys.*

PROVINCE.	Middle schools.		High schools.		General average.	
	1906-07.	1911-12.	1906-07.	1911-12.	1906-07.	1911-12.
Madras	109	151	337	426	193	274
Bombay	62	74	279	321	118	141
Bengal	70	88	202	258	120	145
United Provinces	105	146	226	297	171	238
Punjab	180	250	329	472	258	366
Burma	172	157	410	326	222	197
Eastern Bengal and Assam	82	119	222	333	123	169
Central Provinces and Berar	111	115	67	89	101	108
Coorg	130	148	301	207	215	177
North-West Frontier Province	231	360	291	429	276	412
GENERAL AVERAGE	88	113	247	322	144	182

TABLE 69.—*Boys in different stages of instruction in secondary English schools for boys.*

PROVINCE.	1906-07.				1911-12.			
	High.	Middle.	Primary.	TOTAL.	High.	Middle.	Primary.	TOTAL.
Madras	22,368	38,781	26,466	87,615	21,684	37,467	42,059	101,210
Bombay	19,725	27,014	4,577	51,316	27,249	34,244	4,798	66,291
Bengal	33,164	28,662	63,814	125,640	42,701	40,462	88,617	171,780
United Provinces	4,455	14,045	15,070	33,570	6,690	22,364	15,588	44,642
Punjab	5,305	12,225	28,582	46,112	7,336	20,551	43,027	70,914
Burma	724	4,964	12,063	17,751	989	7,324	12,474	20,787
Eastern Bengal and Assam	18,950	19,447	50,569	88,966	28,586	36,135	98,021	162,742
Central Provinces and Berar	2,169	8,938	1,555	12,662	3,250	12,467	101	15,818
Coorg	88	255	74	417	73	269	..	342
North-West Frontier Province	463	933	3,019	4,415	560	1,429	4,596	6,585
TOTAL	107,411	155,264	205,789	468,464	139,118	212,712	309,281	661,111
TOTAL FOR 1891-92					57,393	98,316	144,018	299,727
" " 1896-97					61,408	111,912	163,418	336,738
" " 1901-02					80,534	142,018	196,113	418,665

TABLE 70.—*Proportion of pupils in the different stages of secondary English schools for boys.*

PROVINCE.	1906-07.			1911-12.		
	High stage.	Middle stage.	Primary stage.	High stage.	Middle stage.	Primary stage.
Madras	25·5	44 4	30·1	21·4	37 0	41 6
Bombay	38·4	52·7	8 9	41·1	51·7	7·2
Bengal	26·4	22 8	50·8	24 9	23 5	51·6
United Provinces	13 3	41·8	44 9	15·0	50·1	34·9
Punjab	11·5	26·5	62·0	10·3	29·0	60·7
Burma	4·1	28 0	67 9	4 8	35·2	60·0
Eastern Bengal and Assam	21·3	21·9	56 8	17·6	22 2	60·2
Central Provinces and Berar	17·1	70 6	12 3	20·5	78 9	0·6
Coorg	21·1	61 2	17·7	21·3	78 7	.
North-West Frontier Province	10·5	21·1	68·4	8 5	21·7	69 8
AVERAGE	22 9	33 2	43 0	21·0	32 2	46·8

TABLE 71.—*Boys in secondary English schools (for boys) per ten thousand male population of school-going age.*

PROVINCE	1906-07.	1911-12.	Increase or decrease.
Madras	310	331	+21
Bombay	261	315	+54
Bengal	321	417	+96
United Provinces	91	121	+30
Punjab	281	430	+149
Burma	222	224	+2
Eastern Bengal and Assam	379	613	+234
Central Provinces and Berar	128	136	+8
Coorg	277	234	—43
North-West Frontier Province	254	371	+117
AVERAGE	255	338	+83

TABLE 72.—*Boys in secondary stage in secondary English schools (for boys) per ten thousand male population of school-going age.*

PROVINCE.	1906-07.	1911-12.	Increase or decrease.
Madras	216	193	—23
Bombay	238	292	+54
Bengal	158	202	+44
United Provinces	50	79	+29
Punjab	106	169	+63
Burma	71	90	+19
Eastern Bengal and Assam	163	244	+81
Central Provinces and Berar	113	135	+22
Coorg	228	234	+6
North-West Frontier Province	80	112	+32
AVERAGE	143	180	+37

TABLE 73.—*Distribution of pupils between secondary English schools for boys under public and private management.*

PROVINCE.	1906-07.			1911-12.			1906-07.		1911-12.	
	No. of pupils in schools under public management. A	No. of pupils in schools under private management. B	No. of pupils in all secondary schools. C	No. of pupils in schools under public management. A	No. of pupils in schools under private management. B	No. of pupils in all secondary schools. C	Percentage of A to C (Public).	Percentage of B to C (Private).	Percentage of A to C (Public).	Percentage of B to C (Private).
Madras	18,664	70,726	89,390	19,946	82,940	102,886	20·9	79·1	19·4	80·6
Bombay	22,348	29,944	52,292	27,507	40,067	67,574	42·7	57·3	40·7	59·3
Bengal	15,241	110,684	125,925	21,732	150,845	172,577	12·1	87·9	12·6	87·4
United Provinces	10,809	23,082	33,891	15,554	29,419	44,973	31·9	68·1	34·6	65·4
Punjab	24,677	21,435	46,112	34,267	36,684	70,951	53·5	46·5	48·3	51·7
Burma	5,822	13,075	18,897	6,710	15,610	22,320	30·8	69·2	30·1	69·9
Eastern Bengal and Assam	9,609	79,494	89,103	16,820	146,192	163,012	10·8	89·2	10·3	89·7
Central Provinces and Berar	9,517	3,157	12,674	11,790	4,045	15,835	75·1	24·9	74·5	25·5
Coorg	431	..	431	355	..	355	100	..	100	..
North-West Frontier Province	2,527	1,888	4,415	3,357	3,228	6,585	57·2	42·8	51·0	49·0
TOTAL	119,645	353,485	473,130	158,038	509,030	667,068	25·3	74·7	23·7	76·3

TABLE 74.—*Number of boarders who are students of secondary schools for boys.*

PROVINCE.	1906-07.		1911-12.	
	Number of boarders.	Percentage of boarders to the total number in secondary schools.	Number of boarders.	Percentage of boarders to the total number in secondary schools.
Madras	3,430	3·6	3,726	3·6
Bombay	2,494	4·8	2,857	4·2
Bengal	5,897	3·9	9,490	4·8
United Provinces	9,245	11·2	13,062	14·4
Punjab	9,472	14·7	12,784	13·7
Burma	1,939	4·1	2,390	3·1
Eastern Bengal and Assam	1,822	1·6	4,185	2·3
Central Provinces and Berar	857	1·9	1,335	2·5
Coorg	46	10·7	124	34·9
North-West Frontier Province	373	6·5	528	5·9
TOTAL	35,575	5·5	50,481	5·8

TABLE 75.—*Government high schools for boys (excluding European schools and one vernacular high school in Burma) as compared with the number of districts.*

Province	1906-07		1911-12.	
	Number of high schools.	Number of districts.	Number of high schools.	Number of districts.
Madras	4	23	4	2[illegible]
Bombay	20	2[illegible]	20	26
Bengal	38	3[illegible]	3[illegible]	31
United Provinces	1	48	47	48
Punjab	29	[illegible]	30	29
Burma	4	37	9	37
Eastern Bengal and Assam	2[illegible]	27	30	27
Central Provinces and Berar	8	2[illegible]	14	2[illegible]
Coorg	1	1	1	1
TOTAL	130	247	194	249

TABLE 76.—*Secondary English schools for boys according to management (excluding European schools).*

Province	1906-07			Total	1911-12			Total	Proportion to the total number in 1906-07			Proportion to the total number in 1911-12		
	Public management.	Aided.	Unaided.		Public management.	Aided.	Unaided.		Public management.	Aided.	Unaided.	Public management.	Aided.	Unaided.
Madras	1[illegible]1	[illegible]34	7	430	90	[illegible]34	19	343	29 1	54 4	17 5	[illegible]6 2	68 [illegible]	5 6
Bombay	0[illegible]	139	78	4[illegible]6	215	161	8	461	49 1	3[illegible] 6	18 3	46 6	34 9	18 5
Bengal	94	669	269	1 032	118	731	3[illegible]1	1 170	9 1	64 8	[illegible]6 1	10 1	6[illegible] 5	27 4
United Provinces	56	87	34	177	61	85	24	170	31 6	49 [illegible]	19 2	3[illegible] 9	50·0	14 1
Punjab	89	53	25	16[illegible]	97	67	21	185	53 3	31 7	15·0	5[illegible] 4	36 [illegible]	11 4
Burma	27	55		8[illegible]	34	70		104	3[illegible] 9	67 1		3[illegible] 7	67 3	
Eastern Bengal and Assam	49	4[illegible]0	[illegible]61	720	66	468	4[illegible]3	9[illegible]6	6 8	55 9	36 3	6 9	48 6	44 5
Central Provinces and Berar	78	35	6	119	97	37	4	138	65 6	[illegible]9 4	5·0	70 3	26 8	[illegible]9
Coorg				2	2			2	100			100		
North-West Frontier Province	9	4	3	16	9	6	1	16	56 2	25 0	18·8	56	37 5	6
TOTAL	734	1 696	751	3 171	789	1 859	903	3 551	3[illegible] 1	53 [illegible]	23 7	[illegible]	5[illegible] 4	[illegible]5 4

TABLE 77.—*Expenditure on secondary English schools for boys.*

Province.	1906-07	1911-12.	Actual increase.	Percentage.
	Rs.	Rs.	Rs.	
Madras	20,01 633	2[illegible] 11 424	[illegible]	[illegible]
Bombay	19,38,908	2[illegible],59 181	6,[illegible]	[illegible]
Bengal	26,4[illegible],0[illegible]	3[illegible],54,419	[illegible]	[illegible]
United Provinces	12,[illegible]6,03[illegible]	19,36,012	6,6[illegible]	[illegible]
Punjab	10,8[illegible] 06[illegible]	1[illegible] 82,4[illegible]	4,[illegible]	[illegible]
Burma	9 62,203	13,[illegible] 6,4[illegible]	[illegible]	[illegible]
Eastern Bengal and Assam	13,32,[illegible]	[illegible]	[illegible]	[illegible]
Central Provinces and Berar	3,58 831	[illegible]	[illegible]	[illegible]
Coorg	14,533	1[illegible]	[illegible]	[illegible]
North West Frontier Province	8[illegible],5[illegible]	1,[illegible]	[illegible]	[illegible]
TOTAL	1,1[illegible]	[illegible]	[illegible]	[illegible]

* Includes expenditure on 9 vernacular high schools (1 in Punjab and 8 in [illegible]) schools in Burma in 1911 12.

TABLE 72.—*Boys in secondary stage in secondary English schools (for boys) per ten thousand male population of school-going age.*

Province.	1906-07.	1911-12.	Increase or decrease.
Madras	216	193	—23
Bombay	238	292	+54
Bengal	158	202	+44
United Provinces	50	79	+29
Punjab	106	169	+63
Burma	71	90	+19
Eastern Bengal and Assam	163	244	+81
Central Provinces and Berar	113	135	+22
Coorg	228	234	+6
North-West Frontier Province	80	112	+32
AVERAGE	143	180	+37

TABLE 73.—*Distribution of pupils between secondary English schools for boys under public and private management.*

Province.	1906-07.			1911-12.			1906-07.		1911-12.	
	No. of pupils in schools under public management. A	No. of pupils in schools under private management. B	No. of pupils in all secondary schools. C	No. of pupils in schools under public management. A	No. of pupils in schools under private management. B	No. of pupils in all secondary schools. C	Percentage of A to C (Public).	Percentage of B to C (Private).	Percentage of A to C (Public).	Percentage of B to C (Private).
Madras	18,664	70,726	89,390	19,946	82,940	102,886	20·9	79·1	19·4	80 6
Bombay	22,348	29,944	52,292	27,507	40,067	67,574	42·7	57·3	40 7	59 3
Bengal	15,241	110,684	125,925	21,732	150,845	172,577	12·1	87·9	12·6	87·4
United Provinces	10,809	23,082	33,891	15,554	29,419	44,973	31·9	68·1	34·6	65·4
Punjab	24,677	21,435	46,112	34,267	36,684	70,951	53·5	46·5	48·3	51·7
Burma	5,822	13,075	18,897	6,710	15,610	22,320	30·8	69·2	30·1	69 9
Eastern Bengal and Assam	9,609	79,494	89,103	16,820	146,192	163,012	10·8	89·2	10·3	89 7
Central Provinces and Berar	9,517	3,157	12,674	11,790	4,045	15,835	75·1	24·9	74·5	25·5
Coorg	431	..	431	355	..	355	100	..	100	..
North-West Frontier Province	2,527	1,888	4,415	3,357	3,228	6,585	57·2	42·8	51·0	49 0
TOTAL	119,645	353,485	473,130	158,038	509,030	667,068	25·3	74·7	23·7	76·3

TABLE 74.—*Number of boarders who are students of secondary schools for boys.*

Province.	1906-07.		1911-12.	
	Number of boarders.	Percentage of boarders to the total number in secondary schools.	Number of boarders.	Percentage of boarders to the total number in secondary schools.
Madras	3,430	3·6	3,726	3·6
Bombay	2,494	4·8	2,857	4·2
Bengal	5,897	3·9	9,490	4·8
United Provinces	9,245	11·2	13,062	14·4
Punjab	9,472	14·7	12,784	13·7
Burma	1,939	4·1	2,390	3·1
Eastern Bengal and Assam	1,822	1·6	4,185	2·3
Central Provinces and Berar	857	1·9	1,335	2·5
Coorg	46	10·7	124	34·9
North-West Frontier Province	373	6·5	528	5·9
TOTAL	35,575	5·5	50,481	5·8

TABLE 81 —*Expenditure on secondary English schools for boys (in thousands of rupees)*

PROVINCE.	1886-87	1891 92	1896 97	1901 02.	1906-07	1911 12
Madras	12,43	13,16	14 53	16,74	20 02	27,11
Bombay	10 11	13,62	15 07	16 97	19 39	25,59
Bengal	21,01	25,96	30 08	33 95	26 45	35 54
United Provinces	16,70	8 06	8 78	10 26	12,76	19 36
Punjab	4 92	6,68	8 32	9 20	10 88	15 83
Burma	2 65	3 51	4 22	5 69	9 62	13,77
Eastern Bengal and Assam	1,19	1,31	1,63	1 88	13 33	22,09
Central Provinces and Berar	1,95	2,18	2,69	2 89	3,59	5 57
Coorg	15	14	16	15	14	19
North West Frontier Province	..			74	88	1,27
TOTAL	61,71	74 62	86 08	98,47	1,17,02	1,66,32

TABLE 82 —*Expenditure on secondary English schools for boys by sources, 1906-07 and 1911 12 (in thousands of rupees)*

PROVINCE	1906-07								1911 12.							
	PUBLIC FUNDS								PUBLIC FUNDS							
	Provincial Revenues.	District Funds.	Municipal Funds	Public (other sources)	Total.	Fees	Private (other sources)	Total	Provincial Revenues.	District Funds	Municipal funds	Public (other sources)	Total	Fees	Private (other sources)	Total.
Madras	2 68	41	18		3 27	13 26	3 49	20 02	3 02	40	5		3 47	17 82	5 82	27,11
Bombay	3 82	7	45	2,45	6 79	9 24	3 36	19 39	4 54	10	58	3 00	8 57	12,59	4 48	25 59
Bengal	4 56	99	14	22	5 91	15 05	5 49	26 45	5 09	1 09	28	31	6 75	22 02	6 77	35 54
United Provinces	1 73	2,71	67	81	5 32	5 05	2 39	12 76	6 93	11	40	66	8 30	7 72	3 25	19 36
Punjab	2 66	36	85	14	4 01	5 29	1 58	10 88	3 57	33	1 03	17	5 10	9 03	1 70	15 83
Burma	3 05	2	1 39		4 47	4 18	97	9 62	4 14	9	1 73		5 96	6 54	1 27	13 77
Eastern Bengal and Assam	1,24	95	2	4	2 25	8 72	2,36	13 33	2,53	1 08	3	2	3 66	15 54	2 89	22 09
Central Provinces and Berar	1,55	7	37	7	2,06	98	55	3 59	2,37	13	77	14	3 41	1 43	73	5 57
Coorg	7				7	7		14	12				12	7		19
North-West Frontier Province	11	4	24		39	33	17	89	14	5	41		60	47	20	1 27
TOTAL	21 47	5 62	4,21	3 23	34,53	62,17	20,36	1 17,06	32,74	3,31	5,37	4,50	45 98	93 23	27 11	1 66 32

TABLE 83 —*Proportion of expenditure from various sources to the total expenditure on secondary English schools for boys, 1906-07 and 1911-12*

PROVINCE.	1906-07			1911 12.		
	Public funds.	Fees.	Private (other sources).	Public funds.	Fees.	Private (other sources)
	Rs.	Rs	Rs	Rs	Rs.	Rs
Madras	16	66	18	13	66	21
Bombay	35	48	17	33	49	18
Bengal	22	57	21	19	62	19
United Provinces	42	39	19	43	40	17
Punjab	37	48	15	32	57	11
Burma	46	44	10	43	48	9
Eastern Bengal and Assam	17	65	18	17	70	13
Central Provinces and Berar	57	27	16	61	26	13
Coorg	47	52	1	66	34	.
North West Frontier Province	44	37	19	47	37	16
AVERAGE	29	53	18	28	56	16

TABLE 84.—*Expenditure from public funds on secondary English schools for boys.*

Province.	1906-07.	1911-12.	Increase.	Percentage.
	Rs.	Rs.	Rs.	Rs.
Madras	3,27,395	3,47,064	19,669	6
Bombay	6,78,658	8,52,460	1,73,802	26
Bengal	5,90,826	6,75,033	84,207	14
United Provinces	5,31,913	8,39,483	3,07,570	58
Punjab	4,01,029	5,09,353	1,08,324	27
Burma	4,46,664	5,95,898	1,49,234	33
Eastern Bengal and Assam	2,25,355	3,65,743	1,40,388	62
Central Provinces and Berar	2,05,972	3,40,798	1,34,826	65
Coorg	6,893	12,482	5,589	81
North-West Frontier Province	38,230	59,534	21,304	56
TOTAL	34,52,935	45,97,848	11,44,913	33

TABLE 85.—*Expenditure from fees on secondary English schools for boys.*

Province.	1906-07.	1911-12.	(+) Increase or (—) decrease.	Percentage.
	Rs.	Rs.	Rs.	Rs.
Madras	13,25,654	17,81,935	+4,56,281	+34
Bombay	9,23,805	12,58,688	+3,34,883	+36
Bengal	15,05,264	22,02,621	+6,97,357	+46
United Provinces	5,04,719	7,71,479	+2,66,760	+53
Punjab	5,28,950	9,03,159	+3,74,209	+71
Burma	4,18,795	6,54,294	+2,35,499	+56
Eastern Bengal and Assam	8,71,783	15,53,683	+6,81,900	+78
Central Provinces and Berar	97,831	1,43,384	+45,553	+47
Coorg	7,565	6,394	—1,171	—15
North-West Frontier Province	32,755	46,951	+14,196	+43
TOTAL	62,17,121	93,22,588	+31,05,467	+50

TABLE 86.—*Expenditure from private sources on secondary English schools for boys.*

Province.	1906-07.	1911-12.	Actual increase or decrease.	Percentage of increase or decrease.
	Rs.	Rs.	Rs.	Rs.
Madras	3,48,584	5,82,425	+2,33,841	+67
Bombay	3,36,445	4,48,033	+1,11,588	+33
Bengal	5,48,985	6.76,765	+1,27,780	+23
United Provinces	2,39,405	3,25,080	+85,675	+36
Punjab	1,58,088	1,69,915	+11,827	+7
Burma	96,834	1,26,281	+29,447	+30
Eastern Bengal and Assam	2,35,614	2,89,123	+53,509	+23
Central Provinces and Berar	55,028	73,066	+18,038	+33
Coorg	75	..	—75	—100
North-West Frontier Province	16,607	20,412	+3,805	+23
TOTAL	20,35,665	27,11,100	+6,75,435	+33

TABLE 87.—*Average annual cost of a secondary English school for boys*

Province	1886 87	1891 92.	1896 97	1901 02.	1906-07	1911 12.
	Rs	Rs	Rs	Rs	Rs	Rs
Madras	2 452	2 680	3 686	3,820	4 373	7,230
Bombay	3 001	3 870	3 889	3 074	4,357	5,339
Bengal	2 127	2 173	2,253	2 293	2 524	2,977
United Provinces	5 040	5 798	5 195	5 788	6 445	10 244
Punjab	4 511	4 948	4 337	3 849	6 079	8 157
Burma	6 171	6 166	6 291	7 483	11 321	11 782
Eastern Bengal and Assam	1 980(a)	1 963(a)	1 873(a)	1 865(a)	1 843	2 789
Central Provinces and Berar	2 097	2 093	2 402	2 350	2 848	3 817
Coorg	4 938	4 512	7 870	7 452	7 766	9 439
North West Frontier Province				4 352	5 474	7 931
General Average	2 682	2 936	3 118	3 115	3 563	4 516

(a) Assam only

TABLE 88.—*Average annual expenditure on a pupil in a secondary English school for boys*

Province	1896 97	1901 02	1906 07	1911 12.
	Rs	Rs	Rs	Rs
Madras	25 4	23 9	23 5	27·0
Bombay	35 1	38 8	37 6	38 6
Bengal	20·8	18 6	21 5	22 0
United Provinces	36 2	36 6	38 4	43 9
Punjab	21 3	20·6	24 7	23 1
Burma	45 8	43 2	49 8	56 8
Eastern Bengal and Assam	20·5	17 6	15 5	15·2
Central Provinces and Berar	24 5	24 1	27 6	34 4
Coorg	27 4	28 6	34 5	59 7
North West Frontier Province		19 8	20·9	19·7
Average	27 5	24 1	25 5	26 7

TABLE 89.—*Average annual fee per pupil in secondary English schools for boys (excluding European schools)*

Province.	Government	Board.	Aided	Unaided	Total
	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	23 0	17 6	18 0	15·1	17·9
Bombay	26·7	13 6	17 5	22 9	18 2
Bengal	21·6	6 5	10·6	14 8	12 6
United Provinces	18·4	12 5	14 7	14 1	15·5
Punjab	20·1	10·1	11 4	11 5	12 8
Burma	30·9	31 5	24 1		26·3
Eastern Bengal and Assam	17 8	7 8	9·5	10·9	10·7
Central Provinces and Berar	9·2		10·3	0·1	8 3
Coorg	17 9				17·9
North West Frontier Province		7 1	6·8	10·7	7 3
Average 1911 12	20·2	11·9	13 7	13 5	14 1
1906-07	19·2	13 5	11 8	13·0	12 7

TABLE 84.—*Expenditure from public funds on secondary English schools for boys.*

PROVINCE.	1906-07.	1911-12.	Increase.	Percentage.
	Rs.	Rs.	Rs.	Rs.
Madras	3,27,395	3,47,064	19,669	6
Bombay	6,78,658	8,52,460	1,73,802	26
Bengal	5,90,826	6,75,033	84,207	14
United Provinces	5,31,913	8,39,483	3,07,570	58
Punjab	4,01,029	5,09,353	1,08,324	27
Burma	4,46,664	5,95,898	1,49,234	33
Eastern Bengal and Assam	2,25,355	3,65,743	1,40,388	62
Central Provinces and Berar	2,05,972	3,40,798	1,34,826	65
Coorg	6,893	12,482	5,589	81
North-West Frontier Province	38,230	59,534	21,304	56
TOTAL	34,52,935	45,97,848	11,44,913	33

TABLE 85.—*Expenditure from fees on secondary English schools for boys.*

PROVINCE.	1906-07.	1911-12.	(+) Increase or (—) decrease.	Percentage.
	Rs.	Rs.	Rs.	Rs.
Madras	13,25,654	17,81,935	+4,56,281	+34
Bombay	9,23,805	12,58,688	+3,34,883	+36
Bengal	15,05,264	22,02,621	+6,97,357	+46
United Provinces	5,04,719	7,71,479	+2,66,760	+53
Punjab	5,28,950	9,03,159	+3,74,209	+71
Burma	4,18,795	6,54,294	+2,35,499	+56
Eastern Bengal and Assam	8,71,783	15,53,683	+6,81,900	+78
Central Provinces and Berar	97,831	1,43,384	+45,553	+47
Coorg	7,565	6,394	—1,171	—15
North-West Frontier Province	32,755	46,951	+14,196	+43
TOTAL	62,17,121	93,22,588	+31,05,467	+50

TABLE 86.—*Expenditure from private sources on secondary English schools for boys.*

PROVINCE.	1906-07.	1911-12.	Actual increase or decrease.	Percentage of increase or decrease.
	Rs.	Rs.	Rs.	Rs.
Madras	3,48,584	5,82,425	+2,33,841	+67
Bombay	3,36,445	4,48,033	+1,11,588	+33
Bengal	5,48,985	6,76,765	+1,27,780	+23
United Provinces	2,39,405	3,25,080	+85,675	+36
Punjab	1,58,088	1,69,915	+11,827	+7
Burma	96,834	1,26,281	+29,447	+30
Eastern Bengal and Assam	2,35,614	2,89,123	+53,509	+23
Central Provinces and Berar	55,028	73,066	+18,038	+33
Coorg	75	..	—75	—100
North-West Frontier Province	16,607	20,412	+3,805	+23
TOTAL	20,35,665	27,11,100	+6,75,435	+33

TABLE 87.—*Average annual cost of a secondary English school for boys*

PROVINCE	1886-87	1891-92	1896-97	1901-02	1906-07	1911-12
	Rs	Rs	Rs	Rs	Rs.	Rs
Madras	2 459	2 680	3 686	3,830	4 323	7,230
Bombay	3 001	3 870	3 889	3 974	4 357	5 339
Bengal	2 127	2 173	2 253	2 293	2,594	2,977
United Provinces	5 040	6 798	5 195	5 988	6 445	10 244
Punjab	4 511	4 948	4 337	3 849	6 079	8 157
Burma	6 171	6 166	6 291	7 483	11 391	11,282
Eastern Bengal and Assam	1 980(a)	1 963(a)	1 877 (a)	1,865(a)	1 843	2,259
Central Provinces and Berar	2 097	2 093	2 409	2 350	2 848	3 817
Coorg	4 938	4 512	7 8 0	7 452	7,266	9 438
North West Frontier Province				4 352	5 474	7 931
GENERAL AVERAGE	2 682	2 936	3 118	3 115	3 563	4 516

(a) Assam only

TABLE 88.—*Average annual expenditure on a pupil in a secondary English school for boys*

PROVINCE	1896-97	1901-02	1906-07	1911-12
	Rs	Rs	Rs	Rs
Madras	25 4	23 9	23 5	27 0
Bombay	35·1	38 8	37 6	38 6
Bengal	20·8	18 6	21 5	29·0
United Provinces	36 2	36 6	38 4	43 9
Punjab	21 3	20·6	21 7	23 1
Burma	45 8	43 2	49 9	50·8
Eastern Bengal and Assam	20·5	17 6	15 5	15·2
Central Provinces and Berar	24 5	21 1	27 6	34 4
Coorg	27 4	28 6	34 5	57 7
North West Frontier Province		19 8	20·0	19·7
AVERAGE	25 5	24 1	25 5	26 3

TABLE 89.—*Average annual fee per pupil in secondary English schools for boys (excluding European schools)*

PROVINCE.	Government	Board.	Aided.	Unaided.	Total
	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	23·0	17 6	18·0	15·1	17 7
Bombay	20·7	13 6	17 5	22 9	18 2
Bengal	21 6	6·5	10·6	14 8	17 4
United Provinces	18 4	19 5	14 7	14 1	15·5
Punjab	20·1	10·1	11 4	11 5	19 8
Burma	30·9	31 5	24 1		26 3
Eastern Bengal and Assam	17 8	7 8	9·5	10·9	10 7
Central Provinces and Berar	9·2		16·3	0·1	8 3
Coorg	17 9				17 9
North West Frontier Province		7 1	6·8	10 7	7 3
AVERAGE 1911-12	20·2	11·9	13 7	13 5	14 1
1906-07	19·2	13 3	11 8	13·0	12 7

TABLE 84.—*Expenditure from public funds on secondary English schools for boys.*

PROVINCE.	1906-07.	1911-12.	Increase.	Percentage.
	Rs.	Rs.	Rs.	Rs.
Madras	3,27,395	3,47,064	19,669	6
Bombay	6,78,658	8,52,460	1,73,802	26
Bengal	5,90,826	6,75,033	84,207	14
United Provinces	5,31,913	8,39,483	3,07,570	58
Punjab	4,01,029	5,09,353	1,08,324	27
Burma	4,46,664	5,95,898	1,49,234	33
Eastern Bengal and Assam	2,25,355	3,65,743	1,40,388	62
Central Provinces and Berar	2,05,972	3,40,798	1,34,826	65
Coorg	6,893	12,482	5,589	81
North-West Frontier Province	38,230	59,534	21,304	56
TOTAL	34,52,935	45,97,848	11,44,913	33

TABLE 85.—*Expenditure from fees on secondary English schools for boys.*

PROVINCE.	1906-07.	1911-12.	(+) Increase or (—) decrease.	Percentage.
	Rs.	Rs.	Rs.	Rs.
Madras	13,25,654	17,81,935	+4,56,281	+34
Bombay	9,23,805	12,58,688	+3,34,883	+36
Bengal	15,05,264	22,02,621	+6,97,357	+46
United Provinces	5,04,719	7,71,479	+2,66,760	+53
Punjab	5,28,950	9,03,159	+3,74,209	+71
Burma	4,18,795	6,54,294	+2,35,499	+56
Eastern Bengal and Assam	8,71,783	15,53,683	+6,81,900	+78
Central Provinces and Berar	97,831	1,43,384	+45,553	+47
Coorg	7,565	6,394	—1,171	—15
North-West Frontier Province	32,755	46,951	+14,196	+43
TOTAL	62,17,121	93,22,588	+31,05,467	+50

TABLE 86.—*Expenditure from private sources on secondary English schools for boys.*

PROVINCE.	1906-07.	1911-12.	Actual increase or decrease.	Percentage of increase or decrease
	Rs.	Rs.	Rs.	
Madras	3,48,584	5,82,125		
Bombay	3,36,445	[illegible]		
Bengal	5,48,985	[illegible]		
United Provinces	2,39,405			
Punjab	1,58,088	[illegible]		
Burma	96,834	[illegible]		
Eastern Bengal and Assam	2,35,614	[illegible]		
Central Provinces and Berar	55,028	73,066		
Coorg	75	..		
North-West Frontier Province	16,607	20,412	[illegible]	
TOTAL	20,35,665	27,11,100	+6,75,435	

TABLE 93.—*Number of teachers in secondary schools*

PROVINCE.	Number of teachers	Average number of teachers per school.	Average number of pupils per teacher
Madras	5 159	12	21
Bombay	2 914	5	25
Bengal	10 857	7	19
United Provinces	5 431	9	18
Punjab	4 223	12	24
Burma	3 876	4	22
Eastern Bengal and Assam	8 293	[illegible]	23
Central Provinces and Berar	2 188	5	[illegible]
North West Frontier Province	3[illegible]0	11	27
TOTAL	43 321	7	21

TABLE 94.—*Qualifications of teachers in secondary schools*

PROVINCE.	Trained.	Untrained.	TOTAL.	Possessed of a university degree	No degree	TOTAL.
Madras	3 461	1 698	5 159	1,204	3 9[illegible]	5 159
Bombay	[illegible]	2 389	2 914	710	2,2[illegible]4	2 914
Bengal	2 0[illegible]1	8,8[illegible]	10 857	1,[illegible]3	[illegible]	10,857
United Provinces	[illegible]2	2,882	5 431	[illegible]	4 [illegible]	5 431
Punjab	[illegible]306	1 917	4,223	[illegible]20	3 [illegible]	4,223
Burma	1 124	2,[illegible]	3 876	[illegible]	3,[illegible]	3,8[illegible]
Eastern Bengal and Assam	1 [illegible]6	6 [illegible]	8 293	[illegible]	7 [illegible]0	8,29[illegible]
Central Provinces and Berar	637	1,[illegible]1	2 188	140	2,048	2 188
North West Frontier Province	191	1[illegible]9	[illegible]	18	[illegible]2	[illegible]
TOTAL	14 473	28 8[illegible]1	4[illegible],3[illegible]4	4 [illegible]	23,[illegible]4	4[illegible],3[illegible]4

TABLE 95.—*Rates of salaries of teachers in Government secondary schools*

	Rs
Madras	15—[illegible]
Bombay	[illegible]—[illegible]
Bengal	[illegible]
United Provinces	1[illegible]—4[illegible]
Punjab	[illegible]—4[illegible]
Burma	[illegible]—4[illegible]
Eastern Bengal and Assam	—4[illegible]
Central Provinces and Berar	1[illegible]—[illegible]

PRIMARY SCHOOLS.

TABLE 96.—*Primary schools for boys by periods.*

Province.	Schools.						Pupils (in thousands).					
	1886-87.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.	1886-87.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
Madras . .	15,758	16,059	19,932	19,031	21,379	24,044	559	518	584	589	692	941
Bombay .	7,012	8,[illegible]	8,[illegible]	8,219	9,485	11,609	404	477	518	463	517	672
Bengal . .	[illegible]	48,[illegible]	49,[illegible]	45,923	33,962	36,342	1,0[illegible]	1,124	1,244	1,212	951	1,125
United Provinces	4,078	4,185	6,[illegible]	6,773	9,545	9,258	172	148	207	2[illegible]0	418	461
Punjab . .	1,624	1,735	2,453	2,557	3,151	3,417	[illegible]	89	105	101	142	180
Burma .	4,787	5,916	[illegible]	7,927	4,950	4,764	[illegible]	120	119	117	156	161
Eastern Bengal and Assam	1,749	2,217	2,787	2,776	17,531	17,723	51	65	89	83	561	704
Central Provinces and Berar.	2,[illegible]	2,729	2,[illegible]	[illegible]	2,645	3,195	1[illegible]	129	164	157	177	210
Coorg .	6[illegible]	71	74	70	82	80	3	4	4	4	4	5
North-West Frontier Province.	..	..		151	217	260	..	..	..	7	10	14
TOTAL .	[illegible]	91,[illegible]	97,881	93,22[illegible]	102,947	110,692	2,[illegible]	2,[illegible]	3,[illegible]	3,[illegible]	3,631	4,723

TABLE 97.—*Primary schools for boys by provinces.*

PROVINCE.	1906-07.	1911-12.	Actual Increase (+) or decrease (—)	Percentage of Increase (+) or decrease (—)
Madras	21,379	24,044	+2,665	+12·5
Bombay	9,485	11,609	+2,124	+22·4
Bengal	33,962	36,342	+2,380	+7
United Provinces	9,545	9,258	—287	—3
Punjab	3,151	3,417	+266	+8·4
Burma	4,950	4,764	—186	—3·7
Eastern Bengal and Assam	17,531	17,723	+192	+1·1
Central Provinces and Berar	2,645	3,195	+550	+20·8
Coorg	82	80	—2	—2·4
North-West Frontier Province	217	260	+43	+19·8
TOTAL .	102,947	110,692	+7,745	+7·5

TABLE 98.—*Average number of towns and villages served by a boys' primary school.*

PROVINCE.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	2·8	2·9	2·6	2·2
Bombay	4·6	5·0	4·3	3·5
Bengal	4·8	4·7	4·4	4·1
United Provinces	17·6	15·6	11·1	11·5
Punjab	14·2	14·5	10·4	9·8
Burma	6·1	11·9	12·2	7·9
Eastern Bengal and Assam	6·1	8·0	5·2	6·4
Central Provinces	21·2	23·4 }	16·3	14·2
Berar	4·5	5·5 }		
Coorg	6·7	7·1	5·9	6·2
North-West Frontier Province	..	21·9	15·5	12·9
GENERAL AVERAGE .	5·8	6·2	5·7	5·3

TABLE 99.—*Number of square miles served by one primary school for boys*

Province	1906-07			1911-12.		
	Area in square miles.	Primary schools	Average.	Area in square miles.	Primary schools.	Average
Madras	141,866	21,379	6·6	142,491	24,044	5·9
Bombay	188,826	9,485	19·9	188,826	11,609	16·3
Bengal	124,432	33,062	3·7	124,492	36,342	3·4
United Provinces	107,164	9,545	11·2	107,267	9,258	11·6
Punjab	97,209	3,151	30·9	97,213	3,417	28·4
Burma	219 894	4 950	44·4	230,839	4,764	48·4
Eastern Bengal and Assam	101 147	17,531	5·8	111,645	17,723	6·3
Central Provinces and Berar	119 980	2,645	45·4	117,935	3,195	36·9
Coorg	1,582	82	19·3	1,582	80	19·8
North West Frontier Province	16,466	217	75·9	13,193	260	50·7
TOTAL	1,118,566	102,947	10·9	1,135,483	110,692	10·2

TABLE 100.—*Primary schools for boys classified according to management*

Province		1906-07						1911-12.					
		Government.	Board.	Native States	Aided	Unaided	Total.	Government.	Board	Native States.	Aided.	Unaided	Total.
Madras	S	137	3 355	1	12 694	5 192	21,379	168	4 391	6	15 194	4 285	24 044
	P	6,387	160 189	23	404 576	121,229	692,409	8 649	248 237	102	569 953	114 849	[illegible]
Bombay	S	12	6 586	2,099	1 678	120	9 485	11	6 969	2,464	2,035	130	11,609
	P	1 357	320 434	112 380	70 574	5 974	516 719	1 360	428 609	146 434	89 422	6,502	[illegible]
Bengal	S	101	102	300	26 963	6 406	33 062	194	112	133	27 474	8 423	36 342
	P	4 245	9 005	6 693	804 757	129,327	[illegible]	6 634	[illegible]	5 043	[illegible]	[illegible]	[illegible]
United Provinces	S	4	5 436	1	3 944	160	9 545	4	5,392	47	3 652	163	9 258
	P	93	285 932	25	127 611	4 917	[illegible]	379	340 376	[illegible]	[illegible]	[illegible]	[illegible]
Punjab	S	13	2 272		724	142	3 151	9	2,518		744	146	3 417
	P	1,374	103 702		29 875	5 609	141,559	1 404	[illegible]		34,915	[illegible]	[illegible]
Burma	S	24	1		[illegible]		[illegible]	7	6		4,731		[illegible]
	P	1 227	53		154 604		[illegible]	444	302		[illegible]		[illegible]
Eastern Bengal and Assam	S	83	2 501	15	[illegible]	2 103	17,531	94	4 002	27	11 463	2,137	[illegible]
	P	2,757	94 801	378	[illegible]	52,643	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Central Provinces and Berar	S	8	2,119	207	154	159	2,645	6	2,441	212	291	[illegible]	3 195
	P	664	144 996	17 029	10 492	4 166	[illegible]	431	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Coorg	S	4	72		5	1	82	5	[illegible]		5		[illegible]
	P	801	2,629		332	36	[illegible]	[illegible]	[illegible]		[illegible]		[illegible]
North-West Frontier Province	S	1	182		28	6	217	1	214		41	4	[illegible]
	P	66	8 063		1 425	374	[illegible]	[illegible]	[illegible]	.	2,443	[illegible]	[illegible]
TOTAL	S	[illegible]	21 623	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	P	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

TABLE 101.—*Primary board schools for boys classified according to management.*

PROVINCE.		1906-07. District Boards.	1906-07. Municipal Boards.	1906-07. Total.	1911-12. District Boards.	1911-12. Municipal Boards.	1911-12. Total.
Madras	S.	3,077	278	3,355	4,079	312	4,391
	P.	141,603	18,586	160,189	223,814	24,423	248,237
Bombay	S.	4,916	670	5,586	6,251	718	6,969
	P.	250,602	75,832	326,434	338,055	90,554	428,609
Bengal	S.	95	7	102	102	10	112
	P.	8,550	455	9,005	9,855	640	10,495
United Provinces	S.	5,243	193	5,436	5,233	159	5,392
	P.	274,210	11,722	285,932	326,920	13,456	340,376
Punjab	S.	2,186	86	2,272	2,445	73	2,518
	P.	98,733	6,969	105,702	129,737	7,451	137,188
Burma	S.	..	1	1	6	..	6
	P.	..	53	53	302	..	302
Eastern Bengal and Assam	S.	2,476	25	2,501	3,980	22	4,002
	P.	92,493	2,308	94,801	188,634	2,051	190,685
Central Provinces and Berar	S.	2,008	110	2,118	2,293	148	2,441
	P.	130,724	14,272	144,996	170,259	23,249	193,508
Coorg	S.	67	5	72	65	5	70
	P.	2,415	223	2,638	3,578	294	3,872
North-West Frontier Province	S.	177	5	182	210	4	214
	P.	7,728	332	8,060	10,768	266	11,034
TOTAL	S.	20,245	1,380	21,625	24,664	1,451	26,115
	P.	1,007,058	130,752	1,137,810	1,401,922	162,384	1,564,306

TABLE 102.—*Average number of pupils in a boys' primary school by periods.*

PROVINCE.	1886-87.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.	Percentage of increase 1907—12.
Madras	..	..	29	31	32	39	21·9
Bombay	..	..	59	56	54	58	7·4
Bengal	..	..	25	26	28	31	10·7
United Provinces	..	..	34	41	44	52	18·2
Punjab	..	..	44	44	45	53	17·8
Burma	..	..	25	30	31	34	9·7
Eastern Bengal and Assam	..	..	29*	30*	32	40	25·0
Central Provinces	..	..	55	54 }	67	75	11·9
Berar	..	..	37	43 }			
Coorg	..	..	53	51	44	64	45·4
North-West Frontier Province	..	..	..	48	46	54	17·4
GENERAL AVERAGE	28	29	31	33	36	41	13·9

* Figures for Assam only.

TABLE 103.—*Average number of pupils in a boys' primary school classified according to management.*

CLASS OF MANAGEMENT.	1886-87.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
Government	55	47	46	43	48	51
Board	46	48	50	52	53	60
Native State	56	59	60	42	51	61
Aided	25	26	29	31	31	36
Unaided	18	19	19	20	23	26
GENERAL AVERAGE	28	29	31	33	36	41

TABLE 101.—*Boys in the primary stage in primary and secondary schools*

[Figures in thousands.]

PROVINCE.	1886 87	1891 92	1896-97	1901 02.	1906-07	1911 12	Percentage of increase 1907—12.
Madras	359	497	5[illegible]7	5[illegible]9	6[illegible]3	8[illegible]8	3[illegible] 9
Bombay	394	4[illegible]9	497	442	49	636	28 5
Bengal	1 170	1 [illegible]18	1 3[illegible]2	1 333	99[illegible]	1 1[illegible]8	16·4
United Provinces	222	186	249	3[illegible]3	4[illegible]8	510	11 3
Punjab	112	1[illegible]4	148	141	183	239	[illegible]0·6
Burma	97	1[illegible]	118	118	1[illegible]8	177	1[illegible]·0
Eastern Bengal and Assam	57	69	84	89	614	759	25 [illegible]
Central Provinces and Berar	133	143	174	16[illegible]	201	2[illegible]9	28 8
Coorg	3	4	4	3	3	4	33 3
North West Frontier Province				11	14	21	50·0
TOTAL	2 517	2 8[illegible]2	3 183	3 184	3 [illegible]4	4 661	23 5

TABLE 105.—*Boys in the three divisions of the primary stage of instruction*

[Figures in thousands.]

PROVINCE.	1906-07 A	1906-07 B	1906-07 C	1906-07 Total.	1911 12 A	1911 12 B	1911 12 C	1911 12 Total.	Percentage of increase A	Percentage of increase B	Percentage of increase C	Percentage of increase Total
Madras	47	540	66	653	50	6[illegible]6	1[illegible]	[illegible]	6 4	2[illegible]	115 1	3[illegible]9
Bombay	165	194	136	495	197	[illegible]43	196	6[illegible]6	19·4	25 3	44 1	28 5
Bengal	60	590	345	995	[illegible]0	7[illegible]	375	1,158	33 3	19·0	9·0	16·4
United Provinces	55	363	40	458	7[illegible]	381	57	5[illegible]0	30·9	5·0	4[illegible]5	11 3
Punjab	34	147	2	183	47	190	2	[illegible]	[illegible]8·2	[illegible]9·2		30 6
Burma	28	13[illegible]		158	35	141		177	25 5	4·8		1[illegible]0
Eastern Bengal and Assam	44	356	[illegible]14	6[illegible]4	59	398	33	[illegible]	34 1	11·8	5[illegible]1	23 5
Central Provinces and Berar	30	98	73	201	36	14	79	2[illegible]	[illegible]0	44·0	8·9	[illegible]8
Coorg	1	2		3	1	[illegible]	1	4			100·0	[illegible]3 3
North-West Frontier Province	3	11		14	4	17		21	33 3	54 5		50·0
TOTAL	46	2,433	[illegible]6	3 7[illegible]4	58	2,[illegible]	1,134	4,661	25[illegible]	13·9	[illegible]	23 5

A = Upper primary stage
B = Lower primary stage reading printed books.
C = Lower primary stage not reading printed books.

TABLE 106.—*Boys in the three divisions of the primary stage of instruction by periods*

[Figures in thousands.]

	1891 92	1896-97	1901-02.	1906-07	1911 12.
Stage A	343	403	412	4[illegible]	[illegible]
Stage B	1,5[illegible]	2,1[illegible]	2,[illegible]	2,433	[illegible]
Stage C	6[illegible]9	6[illegible]4	[illegible]	[illegible]	1 134
TOTAL	2,8[illegible]	3,183	3,184	3,[illegible]4	4,[illegible]1

TABLE 107.—*Boys in the primary stage classified according to the management of the schools in which they study*

[Figures in thousands.]

CLASS OF MANAGEMENT	1[illegible]	1[illegible]1-02	1[illegible]	1911 12.
Government	24	[illegible]	[illegible]	[illegible]
Local Fund	[illegible]	[illegible]9	1[illegible]	1[illegible]
Municipal	1[illegible]1	1[illegible]4	1[illegible]	1[illegible]
Native State	141	134	1[illegible]4	1[illegible]
Aided	1[illegible]	1[illegible]	2,[illegible]	[illegible]
Unaided	4[illegible]	4[illegible]	[illegible]	[illegible]
TOTAL	3,183	3,184	3,[illegible]4	4,[illegible]

TABLE 108.—*Proportion of boys of school-going age in the primary stage of public instruction.*

Province.	Number of boys in the primary stage per 1,000 of the male population of school-going age. 1891-92.	1901-02.	1906-07.	1911-12.	Number of male literates per 1,000 of the male population Census of 1911.
Madras	188	198	231	284	138
Bombay	221	225	253	303	120
Bengal	223	232	254	281	113
United Provinces	51	87	121	138	61
Punjab	73	86	112	145	65
North-West Frontier Province	..	63	81	117	57
Burma	209	167	197	191	376
Eastern Bengal and Assam	161*	197*	261	297	106
Central Provinces	101	137 }	203	223	62
Berar	203	213 }			
Coorg	250	201	195	273	157
GENERAL	159	171	205	238	111 102 (1906-07)

* Assam only.

TABLE 109.—*Expenditure on primary schools for boys by periods.*

[Figures in thousands.]

Province.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	16,02	18,16	19,55	25,48	37,74
Bombay	21,83	29,48	30,60	36,86	50,02
Bengal	25,72	28,90	30,56	25,97	30,07
United Provinces	6,24	6,75	7,84	13,32	16,43
Punjab	3,90	4,79	4,56	6,41	8,87
Burma	2,14	2,06	3,22	5,49	6,22
Eastern Bengal and Assam	1,81	2,45	2,63	15,04	19,05
Central Provinces and Berar	5,25	5,79	5,98	7,46	10,30
Coorg	14	17	17	23	27
North-West Frontier Province	..	..	34	45	65
TOTAL	86,05	98,55	1,05,45	1,36,71	1,79,62

TABLE 110.—*Expenditure on primary schools for boys by sources.*

[Figures in thousands.]

Sources of expenditure.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
	Rs.	Rs.	Rs.	Rs.	Rs.
Provincial	11,14	13,46	13,34	20,74	37,11
Local Board	28,50	32,48	34,77	53,05	59,18
Municipal Board	4,90	5,77	6,31	8,70	13,13
Native State	3,71	5,38	6,32	7,01	8,49
Fees	27,45	29,02	30,50	32,04	40,88
Private sources	10,34	12,44	14,21	15,17	20,83
TOTAL	86,04	98,55	1,05,45	1,36,71	1,79,62
Public Funds	48,25	57,09	60,74	89,50	1,17,91
Private Funds	37,79	41,46	44,71	47,21	61,71
TOTAL	86,04	98,55	1,05,45	1,36,71	1,79,62

TABLE 111.—*Expenditure on primary schools for boys by sources, 1906-07 and 1911-12.*

[*Figures in thousands.*]

...vince.	1906-07								1911-12							
	Public Funds					Fees.	Private (other sources).	Grand Total.	Public Funds					Fees.	Private (other sources).	Grand Total.
	Provincial Revenues.	District Funds.	Municipal Funds.	Public (other sources).	Total Public.				Provincial Revenues.	District Funds.	Municipal Funds.	Public (other sources).	Total Public.			
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
	96	11 82	2,01		14 79	5 73	4 92	25 43	11 05	9,24	2,18		[illegible]	7 03	7 61	37 74
...y	14 30	5 32	3 63	6 55	29,80	3 86	3,20	36 86	21,04	6 09	8 11	7,84	41 41	[illegible]	4 31	[illegible]
	1 77	6 52	63	21	9 13	13 49	3 35	25 97	2,70	5,93	44	27	9 16	15 77	4 16	[illegible]
...Provinces	2	11 00	73	3	11 79	1 00	53	13 32	5	12,29	1 74	17	14 31	1,36	74	16 42
	12	4 61	42		5 15	80	45	6 41	18	6,51	[illegible]		7,24	1,73	40	8,87
	2,46	1 99	62		5 07	31	11	5 49	1,2[illegible]	2,31	43		[illegible]	1,73	60	6,2[illegible]
...Bengal and ...m.	53	5,86	16	2	6 57	6,49	1 98	15 04	81	7,21	19	2	[illegible]	[illegible]	2 13	[illegible]
...Provinces ...erar	52	5,46	47	20	6 65	23	53	7 45	22	7 43	1,25	27	[illegible]	24	78	[illegible]
	5	11			16	5	2	23	6	12	2		20	6	3	27
...West Frontier ...ince.	1	35	3		39	4	2	45	1	54	3		54	6	3	[illegible]
TOTAL	20 74	53 05	8 70	7 01	89,50	32,04	15 17	1,36,71	37,11	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

TABLE 112.—*Percentage of expenditure from public funds [including other (public) sources] to total expenditure on primary schools for boys.*

PROVINCE.	PUBLIC FUNDS.		TOTAL.		PERCENTAGE.	
	1906-07.	1911-12.	1906-07.	1911-12.	1906-07.	1911-12.
	Rs	Rs	Rs	Rs	Rs	Rs
Madras	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Bombay	29,50,404	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Bengal	[illegible]	9 14,224	[illegible]	[illegible]	[illegible]	[illegible]
United Provinces	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Punjab	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Burma	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Eastern Bengal and Assam	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Central Provinces and Berar	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Coorg	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
North West Frontier Province	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
TOTAL	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

TABLE 113.—[illegible]

PROVINCE.	[illegible]	[illegible]	[illegible]	[illegible]
	Rs	Rs	Rs	Rs
Madras	[illegible]	[illegible]	[illegible]	[illegible]
Bombay	[illegible]	[illegible]	[illegible]	[illegible]
Bengal	[illegible]	[illegible]	[illegible]	[illegible]
United Provinces	[illegible]	[illegible]	[illegible]	[illegible]
Punjab	[illegible]	[illegible]	[illegible]	[illegible]
Burma	[illegible]	[illegible]	[illegible]	[illegible]
Eastern Bengal and Assam	[illegible]	[illegible]	[illegible]	[illegible]
Central Provinces and Berar	[illegible]	[illegible]	[illegible]	[illegible]
Coorg	[illegible]	[illegible]	[illegible]	[illegible]
North-West Frontier Province	[illegible]	[illegible]	[illegible]	[illegible]
TOTAL	[illegible]	[illegible]	[illegible]	[illegible]

TABLE 108.—*Proportion of boys of school-going age in the primary stage of public instruction.*

Province.	Number of boys in the primary stage per 1,000 of the male population of school-going age. 1891-92.	1901-02.	1906-07.	1911-12.	Number of male literates per 1,000 of the male population Census of 1911.
Madras	188	198	231	281	138
Bombay	221	225	253	303	120
Bengal	223	232	251	281	113
United Provinces	51	87	121	138	61
Punjab	73	86	112	145	65
North-West Frontier Province	..	63	81	117	57
Burma	209	167	197	191	376
Eastern Bengal and Assam	161*	197*	261	297	106
Central Provinces	101	137 }	203	223	62
Berar	203	213 }			
Coorg	250	201	195	273	157
GENERAL	159	174	205	238	111 102 (1906-07)

* Assam only.

TABLE 109.—*Expenditure on primary schools for boys by periods.*

[Figures in thousands.]

Province.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	16,02	18,16	19,55	25,48	37,74
Bombay	21,83	29,48	30,60	36,86	50,02
Bengal	25,72	28,90	30,56	25,97	30,07
United Provinces	6,21	6,75	7,84	13,32	16,43
Punjab	3,90	4,79	4,56	6,41	8,87
Burma	2,14	2,06	3,22	5,49	6,22
Eastern Bengal and Assam	1,81	2,45	2,63	15,04	19,05
Central Provinces and Berar	5,25	5,79	5,98	7,46	10,30
Coorg	14	17	17	23	27
North-West Frontier Province	..	..	34	45	65
TOTAL	86,05	98,55	1,05,45	1,36,71	1,79,62

TABLE 110.—*Expenditure on primary schools for boys by sources.*

[Figures in thousands.]

Sources of expenditure.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
	Rs.	Rs.	Rs.	Rs.	Rs.
Provincial	11,14	13,46	13,34	20,74	37,11
Local Board	28,50	32,48	34,77	53,05	59,18
Municipal Board	4,90	5,77	6,31	8,70	13,13
Native State	3,71	5,38	6,32	7,01	8,49
Fees	27,45	29,02	30,50	32,04	40,88
Private sources	10,34	12,44	14,21	15,17	20,83
TOTAL	86,04	98,55	1,05,45	1,36,71	1,79,62
Public Funds	48,25	57,09	60,74	89,50	1,17,91
Private Funds	37,79	41,46	44,71	47,21	61,71
TOTAL	86,04	98,55	1,05,45	1,36,71	1,79,62

TABLE 111 —*Expenditure on primary schools for boys by sources, 1906-07 and 1911-12.*

[Figures in thousands.]

PROVINCE	1906-07								1911-12.							
	PUBLIC FUNDS					Fees	Private (other sources)	Grand Total.	PUBLIC FUNDS					Fees	Private (other sources).	Grand Total.
	Provincial Revenues	District Funds	Municipal Funds	public (other sources)	Total Public				Provincial Revenues	District Funds.	Municipal Funds	Public (other sources)	Total Public			
	Rs.	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs.	Rs	Rs	Rs	Rs	Rs	Rs.
Madras	96	11 82	2 01		14 79	5 78	4 92	25 48	11 03	9 94	2,13		23 20	7 93	7 51	37 74
Bombay	14 30	5 32	3 63	6 55	29 80	3 86	3 20	36 86	21 04	6 60	6 11	7 63	41 41	4 30	4,31	50 02
Bengal	1 77	6 59	63	21	9 13	13 48	3 36	25 97	2 30	5 83	64	37	9 14	16 77	4,16	30 07
United Provinces	2	11 00	73	3	11 79	1,00	53	13 32	5	12,39	1 70	17	14 31	1,37	74	16 43
Punjab	12	4 61	42		5 15	80	45	6 41	18	6 51	55		7 24	1 03	60	8 87
Burma	2 46	1 99	62		5 07	31	11	5 49	1 06	2 31	43		4 00	1 63	59	6 23
Eastern Bengal and Assam.	53	5 86	16	2	6 57	6 43	1 98	15 04	81	7 51	19	2	8 53	8 39	2,13	19 05
Central Provinces and Berar	52	5 46	47	20	6 65	23	58	7 46	32	7 43	1 28	27	9 30	24	76	10 30
Coorg	5	11			16	5	2	23	6	12	2		20	6	1	27
North West Frontier Province	1	36	3		39	4	2	45	1	54	3		58	4	3	65
TOTAL	20 74	53 05	8 70	7 01	89 50	3[illegible] 04	15 17	1 36,71	37 11	59 18	13 13	8 49	1 17 91	40 88	20 83	1 79 62

TABLE 112 —*Percentage of expenditure from public funds [including other (public) sources] to total expenditure on primary schools for boys*

PROVINCE	PUBLIC FUNDS		TOTAL.		PERCENTAGE.	
	1906-07	1911-12	1906-07	1911-12	1906-07	1911-12
	Rs	Rs	Rs.	Rs	Rs	Rs
Madras	14 78 885	23 20 680	25 48 200	37,74 284	58 0	61 5
Bombay	29 80 404	41 39 086	36 86 511	50 01 580	80·8	82 8
Bengal	9 13 092	9 14 361	25 96 846	30 06 913	35·2	30·4
United Provinces	11,78,771	14 31 268	13 31 443	16 43 050	88 5	87 1
Punjab	5 15 327	7 23 894	6 41 177	8 87 087	80·4	81 6
Burma	5 06 561	4 00 770	5 48 892	6 22 283	92 3	64 4
Eastern Bengal and Assam	6 56 738	8 52 913	15 03 811	19 05 082	43 7	44 8
Central Provinces and Berar	6 64 921	9,30 484	7 45 996	10 30 075	89·1	90·3
Coorg	16 170	20 012	22 737	27 265	71 1	73 4
North West Frontier Province	39,564	57,402	45 282	64 801	87 4	88 6
TOTAL	89 50 433	1,17,91,788	1 36 70 903	1,79 62 453	65·5	65·6

TABLE 113 —*Expenditure on primary schools for boys classified according to management*

PROVINCE	Public management	Aided.	Unaided.	Total.
	Rs	Rs	Rs	Rs.
Madras	13 81 493	21,54 680	2,38 111	37,74,284
Bombay	42 48 925	6,83,820	68 832	50 01,580
Bengal	1,26 436	21 82 024	3,98 4 3	30 06 913
United Provinces	13 33 791	2 88 937	20 322	16,43 050
Punjab	7,35 192	1 36 169	15,726	8 87,087
Burma	19 717	6,02 566		6 22,283
Eastern Bengal and Assam	6 11,189	11,96,586	97,307	19 05 082
Central Provinces and Berar	9,14,462	90 299	25,314	10 30 075
Coorg	24,122	3,143		27,265
North West Frontier Province	54,732	7,151	2,921	64,804
TOTAL 1911-12	94,50 082	76 45,375	8 66,996	1,79 62,453
TOTAL 1906-07	66 58,577	63,87,042	6,25,284	1,36,70,903

TABLE 114.—*Average annual expenditure on a boys' primary school by periods.*

Province.	1886-87.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	85	89	91	102	119	157
Bombay	272	297	334	372	389	431
Bengal	48	53	58	67	76	83
United Provinces	118	149	112	116	139	177
Punjab	202	225	195	202	203	260
Burma	43	36	44	82	111	131
Eastern Bengal and Assam	82	82	88	95	86	107
Central Provinces	193	186	158	167	} 282	322
Berar	225	200	192	253		
Coorg	171	196	223	212	277	341
North-West Frontier Province	..	..	..	221	209	249
GENERAL AVERAGE	85	91	101	114	133	162

TABLE 115.—*Average annual expenditure on a boys' primary school, classified according to management.*

Province.	Public.	Aided.	Unaided.	TOTAL.
	Rs.	Rs.	Rs.	Rs.
Madras	303	142	56	157
Bombay	450	336	529	431
Bengal	285	90	47	83
United Provinces	215	79	125	177
Punjab	291	183	108	260
Burma	1,517	127	..	131
Eastern Bengal and Assam	148	104	45	107
Central Provinces and Berar	344	310	104	322
Coorg	322	629	..	341
North-West Frontier Province	255	174	730	249
TOTAL 1911-12	320	116	56	162
TOTAL 1906-07	269	100	44	133

TABLE 116.—*Distribution of public funds between publicly managed and privately managed primary schools for boys, 1912.*

Province.	Total amount from public funds for primary education.	Amount given to public schools.	Amount given to aided schools.
	Rs.	Rs.	Rs.
Madras	23,20,686	12,36,831	10,83,855
Bombay	41,39,986	39,43,450	1,96,536
Bengal	9,14,364	1,18,374	7,95,990
United Provinces	14,31,268	11,96,072	2,35,196
Punjab	7,23,894	6,51,118	72,776
Burma	4,00,779	17,859	3,82,920
Eastern Bengal and Assam	8,52,913	4,91,744	3,61,169
Central Provinces and Berar	9,30,484	8,93,144	37,340
Coorg	20,012	19,143	869
North-West Frontier Province	57,402	52,974	4,428
TOTAL 1911-12	1,17,91,788	86,20,709	31,71,079
TOTAL 1906-07	89,50,433	60,23,459	29,26,974

TABLE 117.—*Percentage of expenditure on primary schools (boys and girls) from provincial and local funds to total expenditure on education from those funds.*

Province	1906-07. Expenditure from provincial revenues and local funds on education.	1906-07. Expenditure on primary schools (boys and girls) from provincial revenues and local funds.	1906-07. Percentage of expenditure on primary schools to total expenditure on education.	1911-12. Expenditure from provincial revenues and local funds on education.	1911-12. Expenditure on primary schools (for boys and girls) from provincial revenues and local funds.	1911-12. Percentage of expenditure on primary schools to total expenditure on education.
	Rs	Rs	Rs	Rs	Rs	Rs.
Madras	42,79,590	16,51,396	38 6	59,64,266	26,63,891	44 7
Bombay	56,78,537	26,31,651	46 3	74,88,139	38,32,215	51 2
Bengal	48,80,614	10,71,772	22 0	68,10,088	10,82,290	15 9
United Provinces	49,27,654	12,81,311	26 0	67,58,076	15 82,185	23 4
Punjab	32,12,136	6,09,675	19 0	38,75,550	8,78,458	22 7
Burma	22,08,949	5,78,157	26 2	26,87,601	4,66,273	17 3
Eastern Bengal and Assam	25,13,520	7,28,128	29 0	40,10,524	10,32,948	25 7
Central Provinces and Berar	17,40,596	7,23,763	41 6	25,65,517	10,00,957	39·0
Coorg	33,928	18,852	55 6	53,498	24,024	44 9
North-West Frontier Province	159,050	42,772	26 9	3,09,813	63,427	20·5
TOTAL	2,96,34,574	93,37,477	31 5	4,05,23,072	1,26,26,668	31 1

TABLE 118.—*Income from subscriptions in primary schools for boys.*

Province	1906-07	1911-12
	Rs	Rs
Madras	47,288	87,009
Bombay	65,272	81,082
Bengal	1,57,774	1,87,923
United Provinces	26,882	31,498
Punjab	19,272	24,178
Burma	4,105	24,129
Eastern Bengal and Assam	1,04,463	1,20,901
Central Provinces and Berar	24,268	8,917
Coorg	2,052	1,482
North West Frontier Province	512	769
TOTAL	4,51,888	5,67,888

TABLE 119.—*Average annual cost of educating a pupil in a primary school for boys*

Province.	1886-87.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	3 2	3 1	3 1	3 4	3 8	4 1
Bombay	4 8	5 2	5 7	6 4	6 8	7 0
Bengal	2 2	2 3	2 3	2 7	2 0	2 0
United Provinces	3 4	4 2	3 3	2 9	3 4	3 7
Punjab	4 1	4 4	4 4	4 0	4 0	5 5
Burma	2 1	1 7	1 7	2 8	3 5	[illegible]
Eastern Bengal and Assam	2 8	2 8	3 1	3 3	[illegible]	[illegible]
Central Provinces	3 4	3 3	2 0	[illegible]	4 4	4 4
Berar	5·4	5 5	5 1	6 1		
Coorg	3 8	3 5	4 2	4 0	6 4	6 4
North West Frontier Province	..	..	..	4 8	4 5	5 1
GENERAL AVERAGE	3 0	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

TABLE 120.—*Income from fees in boys' primary schools (fee paid per pupil per annum).*

PROVINCE.	1906-07.	1911-12
	Rs. A. P.	Rs. A. P.
Madras	0 13 4	0 11 11
Bombay	0 10 0	0 10 3
Bengal	1 6 7	1 7 10
United Provinces	0 4 1	0 4 8
Punjab	0 9 1	0 9 2
Burma	0 3 2	1 0 2
Eastern Bengal and Assam	1 2 5	1 3 1
Central Provinces and Berar	0 2 1	0 1 7
Coorg	1 4 1	1 1 11
North-West Frontier Province	0 6 3	0 4 8
TOTAL	0 14 1	0 14 6

TABLE 121.—*Average annual fee per pupil in a primary school for boys by periods.*

———	Fee.	Number of pupils on the rolls on 31st March.	Average fee.
	Rs.	Rs.	Rs. A. P.
1886-87	23,39,988	2,381,217	0 15 9
1891-92	27,45,075	2,680,424	1 0 5
1896-97	29,01,675	3,028,203	0 15 4
1901-02	30,49,655	3,009,129	1 0 4
1906-07	32,03,786	3,630,668	0 14 1
1911-12	40,87,951	4,522,648	0 14 6

TABLE 122.—*Average annual fee per pupil in a primary school for boys classified according to management.*

PROVINCE.	PUBLIC.		AIDED.		UNAIDED.		TOTAL.	
	1906-07.	1911-12.	1906-07.	1911-12.	1906-07.	1911-12.	1906-07.	1911-12.
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Madras	0 12 3	0 8 7	0 13 0	0 12 3	0 14 3	1 1 9	0 13 4	0 11 11
Bombay	0 9 9	0 7 10	1 8 4	1 8 7	1 11 4	1 13 2	0 10 0	0 10 3
Bengal	0 15 1	0 4 11	1 6 7	1 7 10	1 7 9	1 10 4	1 6 7	1 7 10
United Provinces	0 4 8	0 5 8	0 2 0	0 2 1	0 4 6	0 2 7	0 4 1	0 4 8
Punjab	0 9 6	0 9 5	0 6 9	0 8 5	0 13 1	0 7 4	0 9 1	0 9 2
Burma	3 2 8	2 7 10	0 2 9	1 0 0	..	..	0 3 2	1 0 2
Eastern Bengal and Assam	0 1 5	0 8 7	1 7 2	1 8 1	0 14 0	1 0 5	1 2 5	1 3 1
Central Provinces and Berar	0 1 0	0 0 1	0 15 9	1 1 9	0 11 5	0 10 3	0 2 1	0 1 7
Coorg	1 3 6	1 0 9	1 8 5	1 15 10	1 11 1	..	1 4 1	1 1 11
North-West Frontier Province	0 3 0	0 2 6	1 2 3	0 8 2	2 0 4	2 2 3	0 6 3	0 4 8
TOTAL	0 7 4	0 6 9	1 1 3	1 3 1	1 2 8	1 5 3	0 14 1	0 14 6

TABLE 123.—*Expenditure on scholarships in primary schools for boys and girls.*

PROVINCE.	1907.	1912.
	Rs.	Rs.
Madras	4,841	16,581
Bombay	36,584	44,309
Bengal	19,732	23,297
United Provinces	908	9,747
Punjab	10,628	16,418
Burma	237	4,112
Eastern Bengal and Assam	14,566	11,303
Central Provinces and Berar	3,820	5,122
Coorg	..	68
North-West Frontier Province	876	1,017
TOTAL	92,192	1,31,974

MIDDLE VERNACULAR SCHOOLS

TABLE 124.—*Number and strength of middle vernacular schools for boys*

Province.		1886-87	1891-92.	1896-97	1901-02.	1906-07	1911-12
Madras	S	47	89	149	101	87	
	P	3 039	4 350	10 953	8 980	8 186	
Bombay	S						
	P						
Bengal	S	1 157	1 113	1 140	970	400	358
	P	64 478	61 351	65 441	53 344	24 350	24 152
United Provinces	S	468	333	297	301	340	375
	P	42 237	30 090	31 769	40 732	49 0[illegible]6	45 3[illegible]8
Punjab	S	125	123	122	110	110	118
	P	18 047	18 169	18 925	17 554	18 081	2[illegible] [illegible]32
Burma	S	15	22	160	254	411	747
	P	1,279	1 579	9 918	16 013	27 183	53 715
Eastern Bengal and Assam	S	47	43	48	45	4[illegible]0	327
	P	3,455	2,854	2 985	2 820	24 401	20 989
Central Provinces and Berar	S		171	149	141	252	252
	P		18 576	18 762	18 053	31 510	37 179
Coorg	S						
	P						
North West Frontier Province	S				10	10	14
	P				1 210	1 345	2 425
TOTAL	S	1 859	1 894	2 065	1 932	2 039	2 191
	P	132 535	136 969	158 753	158 706	184 132	206 070

TABLE 125.—*Middle vernacular schools for boys classified according to management*

Province		Public			Private.		Total Public.	Total Private	Grand Total
		Government.	Board	Native States.	Aided	Unaided			
Madras									
Bombay									
Bengal		17	88	3	196	54	108	250	358
United Provinces		6	354	2	10	3	362	13	375
Punjab			117		1		117	1	118
Burma		24	8		715		32	715	747
Eastern Bengal and Assam		10	41		249	18	60	267	327
Central Provinces and Berar		2	226	8	15	1	236	16	252
Coorg									
North West Frontier Province			14				14		14
TOTAL	1911-12	68	848	13	1 186	76	929	1 262	2 191
	1906-07	50	828	15	1 064	82	893	1 146	2 039

TABLE 126.—*Number of boys in middle stage in middle vernacular schools*

Province	1906-07	1911-12
Madras	2 007	
Bombay		
Bengal	3 780	3 464
United Provinces	16 306	22 [illegible]38
Punjab*	5 011	5 516
Burma*	3 067	5 792
Eastern Bengal and Assam	3 838	2 477
Central Provinces and Berar	4 103	4 915
Coorg		
North West Frontier Province	[illegible]2	332
TOTAL	38 373	4[illegible] [illegible]64

* NOTE.—Besides there were 51 pupils in the vernacular high school classes in the Punjab and 31 in Burma in 1906-07. In the year 1911-12 there were only 28 pupils in vernacular high school classes in Burma.

TABLE 127.—*Average number of pupils in a middle vernacular school for boys.*

PROVINCE.	1907.	1912.
Madras	94	..
Bombay	..	..
Bengal	60	67
United Provinces	144	121
Punjab	164	188
Burma	66	72
Eastern Bengal and Assam	58	64
Central Provinces and Berar	125	147
Coorg	..	..
North-West Frontier Province	134	173
AVERAGE	90	94

TABLE 128.—*Expenditure on middle vernacular schools for boys by periods.*

PROVINCE.	1886-87.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	13,753	24,510	92,636	83,630	95,268	..
Bombay	..	..	..	..	..	..
Bengal	4,45,351	4,58,845	4,62,417	4,00,820	2,12,342	1,89,151
United Provinces	1,98,131	1,88,295	2,03,303	2,44,432	3,42,227	4,40,441
Punjab	1,09,412	1,18,468	1,28,454	1,21,131	1,33,309	1,81,759
Burma	14,167	4,814	48,802	65,217	1,35,584	3,30,703
Eastern Bengal and Assam	28,698	28,118	30,675	29,848	1,84,966	1,64,814
Central Provinces and Berar	..	78,484	75,750	89,454	1,10,183	2,20,418
Coorg	..	..	..	..	..	..
North-West Frontier Province	..	..	..	9,021	10,449	18,498
TOTAL	8,09,512	9,01,534	10,42,037	10,43,553	12,24,328	15,45,814

TABLE 129.—*Expenditure on middle vernacular schools for boys by sources.*

PROVINCE.	1906-07.								1911-12.							
	PUBLIC FUNDS.					Fees.	Private (other sources).	Total.	PUBLIC FUNDS.					Fees.	Private (other sources).	Total.
	Provincial revenues.	Local funds.	Municipal funds.	Public (other sources).	Total Public.				Provincial revenues.	Local funds.	Municipal funds.	Public (other sources).	Total Public.			
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
dras	14,933	19,680	2,854	..	37,473	25,245	32,550	95,268	..	..	..	..	..	..	..	..
mbay	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
ngal	22,776	62,655	3,601	1,581	90,613	74,350	47,379	2,12,342	23,351	49,742	1,175	1,183	75,451	71,867	41,833	1,89,151
ited Provinces	3,976	2,11,495	20,430	530	2,36,431	94,449	11,347	3,42,227	6,556	2,88,621	25,399	1,818	3,22,394	1,07,223	10,824	4,40,441
njab	5	76,620	17,671	..	94,296	38,688	325	1,33,309	..	1,10,826	17,919	..	1,28,745	50,428	2,586	1,81,759
rma	59,655	40,391	34,848	..	1,34,894	690	..	1,35,584	97,246	1,15,811	56,829	..	2,69,886	58,914	1,903	3,30,703
stern Bengal and Assam.	39,204	37,276	290	225	76,995	81,907	26,064	1,84,966	46,075	31,704	12	..	78,091	69,806	16,287	1,64,814
ntral Provinces and Berar.	19,847	59,848	11,738	2,433	93,866	2,071	14,246	1,10,183	9,715	1,73,664	16,917	5,486	2,05,782	880	13,756	2,20,418
org	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
orth-West Frontier Province.	..	7,823	1,452	..	9,275	1,174	..	10,449	..	13,863	2,592	..	16,455	1,692	351	18,498
TOTAL	1,60,306	5,15,794	92,884	4,769	7,73,843	3,18,574	1,31,011	12,24,328	1,83,843	7,84,231	1,20,843	8,487	10,07,404	3,60,570	67,540	[illegible]

TABLE 130 —*Income from fees in middle vernacular schools for boys*

PROVINCE	1906 07	1911 12
	Rs	Rs
Madras	25 215	
Bombay		
Bengal	74 350	71 867
United Provinces	94 449	1 07 223
Punjab	38 688	50 198
Burma	690	58 914
Eastern Bengal and Assam	81 907	69 866
Central Provinces and Berar	2 071	880
North West Frontier Province	1 174	1 692
TOTAL	3 18 574	3 60 870

TABLE 131 —*Average annual cost of a middle vernacular school for boys*

PROVINCE	1906 07	1911 12
	Rs	Rs
Madras	1 095	
Bombay		
Bengal	519	528
United Provinces	1 607	1 174
Punjab	1 212	1 540
Burma	330	443
Eastern Bengal and Assam	440	504
Central Provinces and Berar	437	675
North West Frontier Province	1 045	1 321
GENERAL AVERAGE	600	705

TABLE 132 —*Average annual fee per pupil in a middle vernacular school for boys*

PROVINCE	1906 07	1911 12
	Rs	Rs
Madras	3 2	
Bombay		
Bengal	3 2	3 1
United Provinces	2 0	2 5
Punjab	2 2	2 4
Burma	03	1 1
Eastern Bengal and Assam	3 6	3 6
Central Provinces and Berar	1	·02
North West Frontier Province	8	7
GENERAL AVERAGE	1 8	1 8

PROFESSIONAL COLLEGES AND SCHOOLS.

TABLE 133.—*Law colleges and law classes attached to Arts colleges.*

Province.		Govern-ment.	Board.	Unaided.	Total.	Expenditure from Provincial revenues.	Expenditure from Fees.	Expenditure from Other sources.	Total.
						Rs.	Rs.	Rs.	Rs.
Madras	Institutions	1	..	..	1	..	36,969(a)	14	36,983
	Pupils	455	..	..	455				
Bombay	Institutions	1	..	..	1	—14,943	37,810	1,880	24,747
	Pupils	458	..	..	458				
Bengal	Institutions	4	1	4	9	39,725	70,665	..	1,10,390
	Pupils	727	12	407	1,146				
United Provinces	Institutions	..	..	5	5	..	36,159	6,134	42,293
	Pupils	..	..	559	559				
Punjab	Institutions	..	..	1	1	..	21,300	..	21,300
	Pupils	..	..	211	211				
Burma	Institutions	1	..	..	1	4,441	1,559	..	6,000
	Pupils	10	..	..	10				
Eastern Bengal and Assam.	Institutions	4	..	..	4	3,537	9,318	..	12,855
	Pupils	130	..	..	130				
Central Provinces and Berar.	Institutions	1	..	..	1	4,333	5,584	..	9,917
	Pupils	77	..	..	77				
Coorg	Institutions	..	..	..	..	..	..	..	..
	Pupils	..	..	..	..				
North-West Frontier Province.	Institutions	..	..	..	..	..	..	..	..
	Pupils	..	..	..	..				
TOTAL 1911-12	Institutions	12	1	10	23	37,093	2,19,373	8,028	2,64,494
	Pupils	1,857	12	1,177	3,046				
TOTAL 1906-07	Institutions	12	1	14	27	—3,517	1,44,742	8,299	1,49,494
	Pupils	1,276	18	1,604	2,898				

	Rs.
Total expenditure, 1901-02	1,25,786
" " 1896-97	1,35,504

(a) Law college surplus fees Rs. 34,518.

TABLE 134.—*Examination for the degree of Bachelor of Law.*

Province.	1896-97. Candi-dates.	1896-97. Passed.	1901-02. Candi-dates.	1901-02. Passed.	1906-07. Candi-dates.	1906-07. Passed.	1911-12. Candi-dates.	1911-12. Passed.
Madras	203	52	382	179	340	165	316	81
Bombay	175	77	216	142	233	115	316	178
Bengal	400	204	570	213	469	229	479	246
United Provinces	191	41	66	9	127	43	198	111
Punjab	26	23	65	22	50	15	139	94
Eastern Bengal and Assam	..	..	..	..	..	..	39	8*
Central Provinces and Berar	31	14	29	17	31	13	43	23*
TOTAL	1,026	411	1,328	582	1,250	580	1,530	741

* Law final.

TABLE 135.—*Government medical colleges, 1911-12.*

—	Pupils	Expenditure from: Provincial revenues	District funds	Municipal funds	Fees.	Other sources	Total.
		Rs	Rs	Rs	Rs	Rs	Rs
Medical College, Madras *	260	61,894	..	..	30,709	546	93,149
Government Medical College, Bombay	531	1,34,135	..	..	86,560	2,732	2,23,427
Medical College, Calcutta	680	2,33,844	..	..	59,385	.	2,93,229
Medical College, Lucknow	29	20,471	.	..	2 635	.	23,106
Medical College, Lahore	156	1,01,405	3,770	3,437	12 090		1,20,702
TOTAL 1911 12	1,656	5,51,749	3,770	3,437	1,91,379	3,278	7,53 613
TOTAL 1906 07	1,542	5,43,498	3,418	9 069	77,896	3,191	6,37,075

* Madras has furnished no statistics for medical education for 1911 12, hence these figures have been taken from the report for 1910 11

	Rs
Total expenditure, 1901-02	4,23,863
„ „ 1896 97	3,79,550

TABLE 136.—*Medical schools (by management) and expenditure*

—	Government	Aided	Unaided	Total: 1911 12	1906-07	1901-02	1896-97	Expenditure from: Provincial revenues	Local funds.	Fees	Other sources	TOTAL.
								Rs	Rs	Rs	Rs	Rs
Madras *	4			4	4	2	3	1 32 817		4 [illegible]		1 37 [illegible]
Bombay	3	1		4	4	4	4	4[illegible] 117	3 200	8 729	11 [illegible]	60 310
Bengal	3		4	7	7	9	10	86 089		66 690	1 200	1 53 9[illegible]
United Provinces	2			2	2	1	1	40 498				40 49[illegible]
Punjab	1	4		5	5	5	2	32 685	3 992	15 639	93 433	1 45 949
Eastern Bengal and Assam	2		4	6	5	1		58 124		12 0[illegible]		70,209
TOTAL 1911 12	15	5	8	28		22	20	3 92 330	7 192	1 0[illegible] 9[illegible]	1 05 897	6 0[illegible] 614
TOTAL 1906-07	15	4	8		27			3 [illegible] 460	2 9[illegible]0	65 674	25 3[illegible]2	4 32 3[illegible]6

	Rs
Total expenditure 1901 02	2 98 116
„ 1896-97	3 03 236

TABLE 137.—*Pupils in medical schools, by management*

—	Government.	Aided.	Unaided.	Total.
Madras*	362	..	..	362
Bombay	318	3	.	321
Bengal	553	..	1,295	1,848
United Provinces	326	..	..	326
Punjab	322	331	..	653
Eastern Bengal and Assam	314	..	398	712
TOTAL 1911 12	2,195	334	1 693	4 222
TOTAL 1906-07	1,829	111	1,238	3,178

	Rs.
TOTAL, 1901-02	2,727
„ 1896 97	2,634

* Madras has furnished no statistics for medical education for 1911 12; hence the figures have been taken from the report for 1910-11.

TABLE 138.—*Government engineering schools and colleges.*

Name of school or college.	Pupils.	Expenditure from: Provincial revenues.	Fees.	Other sources.	Total.
		Rs.	Rs.	Rs.	Rs.
College of Engineering, Madras	308	93,121	22,648	(a) 1,444	1,17,213
College of Science, Poona	148	74,221	17,825	1,955	94,001
Civil Engineering College, Sibpur	319	2,04,932	15,994	12,378	2,33,304
Thomason Civil Engineering College, Roorkee	412	3,23,852	2,423	..	3,26,275
Government School of Engineering, Rasul	100	6,607	2,521	..	9,128
Government School of Engineering, Insein	35	(b) 44,037	(b) 733	..	(b) 44,770
Dacca School of Engineering	287	52,618	7,282	4,290	64,190
TOTAL 1911-12. { Institutions / Pupils	7 / 1,609	7,99,388	69,426	20,067	8,88,881
„ 1906-07. { Institutions / Pupils	4 / 1,243	5,47,485	65,531	14,374	6,27,390

(a) Non-departmental Rs. 193.

(b) Inclusive of the expenditure on the "Apprentices' School, Insein."

		Rs.
Total Expenditure,	1901-02	5,30,669
Ditto	1896-97	3,55,275

TABLE 139.—*Government agricultural colleges (as given in the provincial educational reports for 1911-12).*

—	Institutions.	Pupils.	Expenditure from: Provincial revenues.	Fees.	Total.
			Rs.	Rs.	Rs.
Bombay	1	102	76,937*	..	76,937
United Provinces	1	115	45,299	1,361	46,660
Punjab	1	50	48,117	6,590	54,707
TOTAL { 1911-12	3	267	1,70,353	7,951	1,78,304
TOTAL { 1906-07	3	205	62,335	5,230	67,565

		Rs.
Total Expenditure,	1901-2	71,841
„ „	1896-7	42,752

* Includes Rs. 250 from local fund.

TECHNICAL AND INDUSTRIAL SCHOOLS

TABLE 140.—*Technical and Industrial schools by periods*

PROVINCE.	1896 97	1901 02	1906-07	1911 12
Madras	4	12	14	44
Bombay	16	19	31	31
Bengal	23	26	52	[illegible]5
United Provinces	2	9	11	35
Punjab	7	7	19	30
Burma		4	3	3
Eastern Bengal and Assam	2	1	12	1[illegible]
Central Provinces and Berar	3	6	5	7
TOTAL	57	84	147	24[illegible]

TABLE 141.—*Technical and Industrial schools by management*

	Government	Board	Native State	Aided.	Unaided.	Total.
1896 97	6	16	4	25	6	57
1901 02	5	16	3	45	15	84
1906-07	9	36	4	[illegible]9	19	147
1911 12	[illegible]	39	5	141	32	242

TABLE 142.—*Pupils in Technical and Industrial schools by periods*

PROVINCE	1896 97	1901 02	1906-07	1911 12
Madras	137	406	290	2 121
Bombay	1,2[illegible]3	1 8[illegible]9	2 030	2,267
Bengal	6[illegible]3	[illegible]56	1,275	2,246
United Provinces	296	736	782	1 671
Punjab	[illegible]59	96[illegible]	1 639	2 614
Burma		83	193	231
Eastern Bengal and Assam	16	1	475	6[illegible]5
Central Provinces and Berar	47	204	136	289
TOTAL	3 101	4 977	6 8[illegible]0	12 064

TABLE 143.—*Pupils in Technical and Industrial schools by management*

	Government	Board.	Native State	Aided.	Unaided.	Total.
1896 97						3 101
1901-02	[illegible]	1 004	200	2,3[illegible]3	579	4 977
1906 07	947	1 632	2,[illegible]6	3,301	684	6 820
1911 12	1 365	2 451	313	6 657	1 278	12 064

TABLE 144.—*Sources of income of Technical and Industrial schools*

PROVINCE	1906-07 Provincial and local funds.	Fees	Other Sources Private	Other Sources Pub	Total	1911 12. Provincial and local funds.	Fees.	Other Sources Private.	Other Sources Public	Total.
	Rs	R	R	Rs	Rs	Rs	Rs	Rs	Rs	Rs
Madras	2,400	27	10 610		13,037	33,5[illegible]7	3 789	1 86,185		[illegible]
Bombay	1 20 8[illegible]0	19 40[illegible]	2,37 51[illegible]	19 475	3 95,206	1,92,0[illegible]7	23 276	1 48,423	23 554	[illegible]
Bengal	[illegible]	[illegible]	[illegible]		56 197	81 46[illegible]	17 300	83 114		[illegible]
United Provinces	16 [illegible]	1 612	13 441		31,518	1,17,011	6 0[illegible]1	90 141		[illegible]
Punjab	[illegible]	1 4[illegible]	[illegible]		4 [illegible]	42,852	[illegible] 86[illegible]	19 490		[illegible]
Burma	1 [illegible]				1,897	3 493				[illegible]
Eastern Bengal and Assam	[illegible]	[illegible]	[illegible]		27,[illegible]	23,264	9 030	19 504	—	[illegible]
Central Provinces and Berar	[illegible]		1 [illegible]		6 643	16 840		9 70[illegible]	—	
TOTAL	[illegible]	[illegible]	[illegible]	19 475	4,91 095	5 23 506	67 [illegible]	5 56,5[illegible]	[illegible]	

TABLE 145.—*Schools of Art.*

	Pupils.				Expenditure from			
	1896-97.	1901-02.	1906-07.	1911-12.	Provincial revenues.	Fees.	Other sources.	Total.
						Rs.	Rs.	Rs.
School of Art, Madras	633	321	455	367	50,251	108	4,835	55,194
Sir J. J. School of Art, Bombay	228	423	366	357	46,456	12,852	10,108	69,416
School of Art, Calcutta	261	228	252	280	40,225	4,087	..	44,312
Mayo School of Art, Lahore	179	248	301	230	27,117	517	..	27,634
TOTAL	1,301	1,220	1,374	1,234	1,64,049	17,564	14,943	1,96,556
TOTAL . 1906-07					89,686	20,417	15,225	1,25,328
TOTAL EXPENDITURE 1901-02								1,50,035
" " 1896-97								1,21,870

TABLE 146.—*Commercial schools and pupils.*

Province.	1906-07.		1911-12.	
	Schools.	Pupils.	Schools.	Pupils.
Madras	1	180	1	287
Bombay	*4*	*144*	*7*	*321*
Bengal	4	157	12	710
United Provinces	..	..	1	4
Punjab	1	38	1	61
Burma	..	..	..	..
Eastern Bengal and Assam	2	65	6	160
Central Provinces and Berar	..	..	..	..
Coorg	..	..	..	..
North-West Frontier Province	..	..	..	..
TOTAL	12	584	28	1,543

TABLE 147.—*Commercial schools and pupils by management.*

	Government.		Board.		Native State.		Aided.		Unaided.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1906-07	2	218	1	63	..	..	2	103	7	200	12	584
1911-12	4	439	1	137	..	..	6	357	17	610	28	1,543

TABLE 148.—*Sources of income of Commercial schools.*

Province.	1912.				
	Provincial and local funds.	Fees.	Other Sources.		Total.
			Private.	*Public.*	
	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	1,779	6,435	..	..	8,214
Bombay	4,787	9,147	3,585	..	17,519
Bengal	19,887	20,610	3,139	..	43,636
United Provinces	300	410	..	..	710
Punjab	2,135	2,165	..	..	4,300
Burma	..	..	..	..	..
Eastern Bengal and Assam	..	7,558	341	..	7,899
TOTAL 1911-12	28,888	46,325	7,065	..	82,278
TOTAL 1906-07	7,580	13,212	4,551	..	25,343
INCOME 1901-02					27,115

TRAINING OF TEACHERS.

TABLE 149 —*Training institutions for masters*

PROVINCE.	COLLEGES		SCHOOLS.		TOTAL.	
	1907	1912.	1907	1912	1907	1912
Madras	2	1	61	64	63	65
Bombay	1		7	21	8	21
Bengal		3	119	212	119	215
United Provinces	1	2	54	116	55	118
Punjab	1	2	5	7	6	9
Burma			8	8	8	8
Eastern Bengal and Assam		1	51	55	51	56
Central Provinces and Berar	1	1	5	5	6	6
Coorg			1	1	1	1
North West Frontier Province			1	1	1	1
TOTAL	6	10	312	490	318	500

TABLE 150 —*Pupils in Training institutions for masters*

PROVINCE	IN COLLEGES		IN SCHOOLS		TOTAL.	
	1907	1912	1907	1912	1907	1912
Madras	86	99	1 670	2 899	1 756	2 998
Bombay	31		1 078	1,252	1 109	1 252
Bengal		39	1 755	3 526	1 755	3 565
United Provinces	66	73	982	1 121	1 048	1 194
Punjab	171	245	401	452	572	697
Burma			448	329	448	329
Eastern Bengal and Assam		37	1 102	1 412	1 102	1 449
Central Provinces and Berar	13	29	370	364	383	393
Coorg			27	21	27	21
North West Frontier Province			25	59	25	59
TOTAL	367	522	7 858	11,365	8,225	11 887

TABLE 151 —*Training schools for masters by management*

PROVINCE	1907						1912					
	Government	Board	Native State	Aided	Unaided	TOTAL	Government	Board	Native State	Aided	Unaided	[illegible]
Madras	31	17		10	3	61	[illegible]	[illegible]		14	[illegible]	[illegible]
Bombay	5		1	1		7	19		1	1		[illegible]
Bengal	112			6	1	[illegible]	[illegible]	[illegible]	1	[illegible]		[illegible]
United Provinces	6	45				[illegible]	[illegible]	[illegible]				[illegible]
Punjab	5					[illegible]	[illegible]					
Burma	5			[illegible]		[illegible]	[illegible]			[illegible]		
Eastern Bengal and Assam.	45			[illegible]		[illegible]	[illegible]			[illegible]		[illegible]
Central Provinces and Berar.	4				[illegible]	[illegible]	[illegible]					[illegible]
Coorg	1					[illegible]	[illegible]					
North West Frontier Province.	1						[illegible]					
TOTAL	219	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

TABLE 152.—*Male pupils in Training institutions by race or creed.*

PROVINCE.	Europeans and Anglo-Indians.	Indian Christians.	HINDUS.		Muhammadans.	Buddhists.	Parsis.	Others.	TOTAL.
			Brahmans.	Non-Brahmans.					
Madras	2	632	1,015	1,096	161	4	..	6	2,916
Bombay	..	65	593	431	160	..	1	..	1,250
Bengal	..	138	744	1,952	623	..	..	108	3,565
United Provinces	1	3	550	429	206	..	..	3	1,192
Punjab	15	10	139	285	244	..	..	4	697
Burma	5	80	1	..	6	195	..	..	287
Eastern Bengal and Assam	..	109	132	489	621	10	..	73	1,434
Central Provinces and Berar	..	9	106	235	41	..	..	2	393
Coorg	..	2	1	16	..	..	..	..	19
North-West Frontier Province	..	..	1	10	48	..	..	..	59
TOTAL 1911-12	23	1,048	3,282	4,943	2,110	209	1	196	11,812
TOTAL 1906-07	18	1,055	2,373	3,095	1,100	218	1	217	8,077

TABLE 153.—*Expenditure on Training colleges.*

PROVINCE.	1907. Provincial revenues.	1907. Local funds.	1907. Fees.	1907. Other sources.	1907. TOTAL.	1912. Provincial revenues.	1912. Local funds.	1912. Fees.	1912. Other sources.	1912. TOTAL.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	37,530	..	750	915	39,195	33,814	..	319	634	34,767
Bombay	25,869	..	..	..	25,869	..	..	..	..	..
Bengal	..	..	..	..	..	45,352	..	..	..	45,352
United Provinces	33,699	..	..	..	33,699	53,420	..	..	..	53,420
Punjab	61,302	213	..	171	61,686	93,088	875	..	2,296	96,259
	29,116*	..	2,155*	7,856*	39,127*	10,482*	..	2,823*	6,349*	19,654*
Burma	..	..	..	..	..	..	..	..	..	..
Eastern Bengal and Assam	..	..	..	..	..	39,857	..	..	..	39,857
Central Provinces and Berar	10,711	..	..	..	10,711	22,230	..	..	..	22,230
Coorg	..	..	..	..	..	..	..	..	..	..
North-West Frontier Province	..	..	..	..	..	..	..	..	..	..
TOTAL	1,98,227	213	2,905	8,942	2,10,287	2,98,243	875	3,142	9,279	3,11,539

* For Female Colleges.

TABLE 154.—*Expenditure on Training schools for masters.*

PROVINCE.	1907. Provincial revenues.	1907. Local funds.	1907. Fees.	1907. Other sources.	1907. TOTAL.	1912. Provincial revenues.	1912. Local funds.	1912. Fees.	1912. Other sources.	1912. TOTAL.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	1,45,083	17,948	687	21,142	1,84,860	2,54,980	30,388	858	26,654	3,12,880
Bombay	78,002	46,227	108	18,337	1,42,674	1,57,349	45,291	65	21,006	2,23,711
Bengal	1,44,696	1,331	4,353	9,707	1,60,087	3,48,082	1,002	13,535	13,891	3,76,510
United Provinces	92,359	20,834	..	333	1,13,526	74,380	62,939	116	1,147	1,38,582
Punjab	62,701	31	..	..	62,732	68,672	517	..	..	69,189
Burma	84,269	..	394	4,628	89,291	1,41,724	..	57	9,813	1,51,594
Eastern Bengal and Assam	73,968	147	4,432	569	79,116	1,25,531	2,110	3,616	1,744	1,33,010
Central Provinces and Berar	58,335	..	..	..	58,335	59,849	..	..	188	60,037
Coorg	2,803	..	..	..	2,803	3,469	..	..	14	3,483
North-West Frontier Province	4,385	..	..	..	4,385	15,312	..	..	..	15,312
TOTAL	7,46,601	86,518	9,974	54,716	8,97,809*	12,49,348	1,42,256	18,247	74,457	14,84,308

* This excludes expenditure of Rs. 25,869 on the Training College, Bombay, and of Rs. 10,711 on the Training College, Jubbulpore.

TABLE 155.—*Training schools for mistresses*

Province.	1907.		1912.	
	Institutions.	Pupils.	Institutions.	Pupils.
Madras	18	363	21	444
Bombay	13	223	18	456
Bengal	19	311	15	191
United Provinces	6	174	18	161
Punjab	1	72	6	48
Burma	4	94	4	127
Eastern Bengal and Assam	..	..	1	22
Central Provinces and Berar	2	36	2	59
Coorg	..	..	..	..
North-West Frontier Province	..	..	..	..
TOTAL	63	1,278(*a*)	85	1,508

(*a*) Includes 11 boys in girls' schools in Bengal.

TABLE 156.—*Training schools for mistresses by management*

Province	1907						1912.					
	Government.	Board.	Native State	Aided.	Unaided	Total	Government.	Board.	Native State	Aided	Unaided.	Total
Madras	4			14		18	6			14	1	21
Bombay	3	2	1	6	1	13	4	1	1	6	6	18
Bengal	1			17	1	19	3			12		15
United Provinces	1			3	2	6	7	1		9	1	18
Punjab	1					1	1	1		4		6
Burma				4		4				4		4
Eastern Bengal and Assam							1					1
Central Provinces and Berar.	2					2	2					2
Coorg												
North-West Frontier Province												
TOTAL	12	2	1	44	4	63	24	3	1	49	8	85

TABLE 157.—*Pupils in State and privately managed Training schools for mistresses*

Province.	State Schools.		Privately managed Schools.		Total.	
	1907.	1912.	1907.	1912.	1907.	1912.
Madras	110	146	253	298	363	444
Bombay	110	279	113	177	223	456
Bengal	20	49	291	142	311	191
United Provinces	41	41	133	120	174	161
Punjab	72	21	..	27	72	48
Burma	..	..	94	127	94	127
Eastern Bengal and Assam	..	22	..	..	..	22
Central Provinces and Berar	36	59	..	..	36	59
Coorg	..	..	..	..	..	..
North West Frontier Province	..	..	..	..	..	..
TOTAL	389	617	889	891	1,278(*a*)	1,508

(*a*) Includes 11 boys in girls' schools in Bengal.

TABLE 158.—*Female pupils in Training colleges and schools for males and females.*

Province.	Number of female students in training schools and colleges for mistresses.		Number of female students in training schools and colleges for masters.		Total number of female students.	
	1907.	1912.	1907.	1912.	1907.	1912.
Madras	369	444	18	12	387	456
Bombay	223	456	..	2	223	458
Bengal	300	191	52	..	352	191
United Provinces	174	161	1	2	175	163
Punjab	101	78	..	..	101	78
Burma	94	127	71	42	165	169
Eastern Bengal and Assam	..	22	13	15	13	37
Central Provinces and Berar	36	59	..	..	36	59
Coorg	..	..	4	2	4	2
North-West Frontier Province	..	..	..	..	...	..
TOTAL	1,297	1,538	159	75	1,456	1,613

TABLE 159.—*Female pupils by race or creed in Training colleges and schools.*

Province.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	TOTAL.
			Brahmans.	Non-Brahmans.					
Madras	42	345	3	44	20	..	..	2	456
Bombay	41	122	134	131	20	..	2	8	458
Bengal	20	139	8	14	10	..	..	..	191
United Provinces	45	65	12	22	19	..	..	..	163
Punjab	30	11	5	18	14	..	..	..	78
Burma	40	102	..	..	2	25	..	..	169
Eastern Bengal and Assam	1	11	2	11	3	..	1	8	37
Central Provinces and Berar	..	7	9	38	4	..	..	1	59
Coorg	..	..	..	2	..	..	..	..	2
North-West Frontier Province	..	..	..	..	..	..	..	..	..
TOTAL 1911-12	219	802	173	280	92	25	3	19	1,613
TOTAL 1906-07	207	846	88	204	70	32	..	9	1,456

TABLE 160.—*Expenditure on Training schools for mistresses.*

Province.	1907.					1912.				
	Provincial revenues.	Local funds.	Fees.	Other sources.	TOTAL.	Provincial revenues.	Local funds.	Fees.	Other sources.	TOTAL.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	45,495	..	748	16,778	63,021	69,255	..	165	18,567	87,987
Bombay	24,790	16,073	4,553	24,277	69,693	47,970	10,757	4,760	26,232	89,719
Bengal	22,309	64	3,189	10,665	36,227	36,376	390	2,962	25,957	65,685
United Provinces	18,863	2,146	5,353	12,684	39,046	41,255	344	4,187	14,875	60,661
Punjab	11,912	..	..	..	11,912	10,112	1,694	66	2,737	14,609
Burma	9,347	..	..	200	9,547	22,897	..	444	4,700	28,041
Eastern Bengal and Assam	..	..	..	..	..	7,684	..	141	5	7,830
Central Provinces and Berar	13,790	..	..	..	13,790	15,628	..	..	..	15,628
Coorg	..	..	..	..	..	..	..	..	..	..
North-West Frontier Province	..	..	..	..	..	..	..	..	..	..
TOTAL	1,46,506	18,283	13,843	64,604	2,43,236	2,51,177	13,185	12,725	93,073	370,160

EDUCATION OF GIRLS

TABLE 161 —*Institutions for the education of girls*

Province	Public	Private	Total
Madras	1 272	127	1 399
Bombay	1 254	221	1 475
Bengal	3 798	60	3 858
United Provinces	1 059	244	1 303
Punjab	716	875	1 591
Burma	640	65	705
Eastern Bengal and Assam	4 983	257	5 240
Central Provinces and Berar	355	1	356
Coorg	7		7
North West Frontier Province	29	110	139
Total 1911 12	14 113	1 960	16 073
Total 1906-07	10 681	1 759	12 440

TABLE 162 —*Public institutions for the general education of girls*

Province	Colleges.*	Secondary schools.	Primary schools.	Total.
Madras	2	65	1 162	1 229
Bombay		79	1 154	1,233
Bengal	3	77	3 124	3,204
United Provinces	5	72	957	1 034
Punjab	2	52	637	691
Burma		82	552	634
Eastern Bengal and Assam		24	4 957	4 981
Central Provinces and Berar		43	309	352
Coorg		1	6	7
North West Frontier Province		1	28	29
Total 1911 12	12	496	12 886	13 394
Total 1906-07	11	303	10,245	10 559

* Includes two Training Colleges.

TABLE 163 —*Girls under instruction in all institutions by periods*

Province.	1892	1897	1902.	1907	1912.	Percentage of increase during last quinquennium.
Madras	[illegible]	116 747	130 432	161 706	[illegible]	[illegible]
Bombay	73 017	89 163	93 063	108 716	153 090	40 8
Bengal	97 142	113 767	107 465	127 800	194 111	51·9
Eastern Bengal and Assam	[illegible]	8 393	[illegible]	79 360	153 766	93·8
United Provinces	12 813	15 461	[illegible]	40 111	[illegible]	[illegible]
Punjab	[illegible]	21,219	[illegible]	37,283	53,909	44·6
Burma	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Central Provinces and Berar	[illegible]	14 519	14 436	19 634	[illegible]	[illegible]
Coorg	[illegible]	801	[illegible]	1 118	1 935	73 1
North West Frontier Province			2 119	[illegible]	[illegible]	[illegible]
Total	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

TABLE 164.—*Girls under instruction in all institutions.*

Institutions.	In European schools.	In other schools.	Total.
University institutions	50	319	369
High schools	7,381	9,503	16,884
Middle schools, English	6,546	12,962	19,508
Total	13,977	22,784	36,761
Middle schools, Vernacular	..	27,019	27,019
Primary schools	1,783	783,720	785,503
Total	1,783	810,739	812,522
Special institutions	212	26,157	26,369
Private institutions	37	77,222	77,259
Total	249	103,379	103,628
Grand Total 1911-12	16,009	936,902	952,911
Grand Total 1906-07	14,618	630,410	645,028

TABLE 165.—*Distribution of girls under instruction between girls' schools and boys' schools.*

Province.	Girls in girls' schools.	Girls in boys' schools.	Total.	Percentage of girls in girls' schools.	Percentage of girls in boys' schools.
Madras	95,603	131,082	226,685	42·2	57·8
Bombay	97,292	55,798	153,090	63·6	36·4
Bengal	102,773	91,341	194,114	52·9	47·1
United Provinces	41,641	12,688	54,329	76·6	23·4
Punjab	50,734	3,175	53,909	94·1	5·9
Burma	19,361	60,055	79,416	24·4	75·6
Eastern Bengal and Assam	114,632	39,134	153,766	74·5	25·5
Central Provinces and Berar	18,729	12,118	30,847	60·7	39·3
Coorg	656	1,279	1,935	33·9	66·1
North-West Frontier Province	4,076	744	4,820	84·6	15·4
Total 1911-12	545,497	407,414	952,911	57·2	42·8
Total 1906-07	374,951	270,077	645,028	58·1	41·9

TABLE 166.—*Girls under instruction classified according to the institutions which they are attending*

Province		Arts colleges.	Law colleges.	Medical colleges.	Engineering colleges.	Teaching colleges.	Agricultural colleges.	Total	Secondary Stage. High.	Secondary Stage. Middle	Secondary Stage. Total	Primary Stage.	Schools for Special Education: Training schools for masters	Training schools for mistresses	Schools of art	Law schools	Medical schools	Engineering and survey schools	Technical and In dustrial schools	Commercial schools	Agricultural schools	Reformatory schools	Other schools	Total	Total of colleges and schools of public instruction	Total of private institutions	GRAND TOTAL.
Madras	In Girls schools	15						15	3 995	2 775	6 770	83 734		444					743				74	1 261	91 780	3 8?3	95 603
	In Boys	31				3		34	515	1 161	1 676	115 995	9		?3				10					42	117 737	13 345	131 082
	TOTAL	46				3		49	4 510	3 936	8 446	199 719	9	444	23				753				74	1 303	209 517	17 168	2?6 685
Bombay	In Girls schools								3 157	3 094	6 251	82 645		456			3			?3				46?	89 37?	7 914	97 ?02
	In Boys	76		29				105	505	778	1 ?83	44 058	2		30		3		81	2			39	157	45 603	10 195	55 798
	TOTAL	76		?9				105	3 662	3 872	7 634	1 6 703	2	456	30		6		81	?5			39	639	134 981	18 109	153 090
Bengal	In Girls schools	79						79	2 398	5 900	8 298	79 6?0		191					65?	?31			11 433	2 507	100 502	2 ?71	102 773
	In Boys	2		24				?6	27	9 6	953	78 906			3		25		?9	1			9 436	9 494	89 469	1 872	91 341
	TOTAL	81		24				105	? 423	8 828	9 249	158 616		191	3		?5		681	?32			20 869	22 001	189,971	4 143	194 114
United Provinces	In Girls schools	49						49	1 636	4 566	6 202	31 29?		161			72		163					306	37 939	3 ?02	41 841
	In Boys	5		2		2		9	168	?30	398	10 048													10 456	2 233	12 688
	TOTAL	54		2		2		58	1 804	4 796	6 600	41 340		161			72		163					306	48 394	5 935	54 3?9
Punjab	In Girls schools					30		30	1 001	4 454	6 055	28 812		48			117		1 009				50	1 284	36 181	14 553	50 734
	In Boys								4	33	37	457													494	2 681	3 175
	TOTAL					30		30	1 605	4 487	6 092	29 269		48			117		1 009				50	1 ?84	36,675	17 234	53 909
Burma	In Girls schools								1 744	3 567	5 311	12 949		127					183					316	18 575	786	19 361
	In Boys	22						2?	391	13 833	14 2?4	42 905	4?						10				131	183	57 334	2 721	60 055
	TOTAL	?2						2?	2 135	17 400	19 535	55 854	42	1 7					108				131	408	76 909	3 507	79 416
Eastern Bengal and Assam	In Girls schools								715	1 844	? 559	108 4?6		22					27					49	111 034	3 598	114 632
	In Boys								1	310	311	33 936	15				7			1			70	93	34 342	4 792	39 134
	TOTAL								716	2 154	2 870	142 364	15	22			7		7	1			70	14?	145 376	8 390	153 766
Central Provinces and Berar	In Girls schools								25	? 24?	2 ?67	16 257		59					45					104	16 6?8	101	16 7?9
	In Boys								3	407	410	11 601													12 101	17	12 118
	TOTAL								28	2,649	2 677	?7 948		59					45					104	30 7?9	118	30 847
Coorg	In Girls schools									73	73	583													656		656
	In Boys								1	12	13	1 100	2											2	1 ?05	74	1 279
	TOTAL								1	85	86	1 773	2											2	1 861	74	1 935
North-West Frontier Province	In Girls schools									322	3?2	1 907													2 2?9	1 847	4 076
	In Boys											10													10	734	744
	TOTAL									3?2	322	1 917													2 239	2 581	4 8?0
TOTAL	In Girls schools	143				30		173	15 ?69	?8 837	44 106	446 ??5		1 508			103		2 887	?34			11 557	16 398	508 902	38 595	546 497
	In Boys	136		55		5		196	1 615	17 690	19 305	339 278	70		56		35		130	4			9 676	9 971	368,750	38 664	407 414
GRAND TOTAL	1911-12	279		55		35		369	16,884	46 5?7	63 411	785 503	?0	1 508	56		??7		3 017	258			21 233	26 369	875 652	77 ?59	952,911
	1906-07	160	1	76		36		273	11 885	49 852	61 237	513 ?48	153	1 267	74		168		1 061	74			2 133	4 600	579 649	65 380	645 028

n been taken into consideration hence there is a discrepancy of 872.

TABLE 167.—*Girls under instruction classified according to race or creed.*

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
			Brahmans.	Non-Brahmans.					
University Education.									
Arts Colleges.									
English	74	90	28	48	3	..	23	13	279
Colleges for professional training.									
Law	..	..	..	..	..	..	..	..	..
Medicine	27	11	3	3	..	..	8	3	55
Engineering	..	..	..	..	..	..	..	..	..
Training	30	4	..	1	..	..	..	..	35
Agriculture	..	..	..	..	..	..	..	..	..
Total .	131	105	31	52	3	..	31	16	369
School Education—General.									
Secondary schools.									
For boys.									
High schools	521	423	153	114	5	203	50	146	1,615
Middle schools, English	1,666	1,438	265	534	74	292	156	50	4,475
For girls.									
High schools	6,419	3,812	696	2,200	178	284	1,185	495	15,269
Middle schools, English	4,824	6,717	459	1,825	210	407	377	214	15,033
Total .	13,430	12,390	1,573	4,673	467	1,186	1,768	905	36,392
Middle schools—Vernacular, for boys .	1	1,012	101	496	308	11,287	..	10	13,215
Middle schools—Vernacular, for girls .	1	2,761	1,432	6,258	916	2,001	4	431	13,804
Primary schools.									
For boys	599	29,885	43,765	178,263	43,265	36,509	644	6,348	339,278
For girls	1,266	22,464	70,433	232,576	95,242	12,743	3,952	7,549	446,225
Total .	1,867	56,122	115,731	417,593	139,731	62,540	4,600	14,338	812,522
School Education—Special.									
Training schools	189	798	173	274	92	25	3	24	1,578
Schools of art	20	13	..	1	..	..	22	..	56
Law schools	..	..	..	..	..	..	..	..	..
Medical schools	7	161	..	19	40	..	..	..	227
Engineering and surveying schools .	..	..	..	..	..	..	..	..	..
Technical and industrial schools . .	201	1,372	75	853	186	130	..	200	3,017
Commercial schools	223	28	..	..	..	1	..	6	258
Agricultural "	..	..	..	..	..	..	..	..	..
Reformatory "	..	..	..	..	..	..	..	..	..
Other "	105	112	119	369	20,355	132	40	1	21,233
Total .	745	2,484	367	1,516	20,673	288	65	231	26,369
Total of colleges and schools of public instruction	16,173	71,101	117,702	423,834	160,874	64,014	6,464	15,490	875,652
Private institutions	37	1,840	3,110	17,433	52,373	2,140	64	262	77,259
Grand Total { 1911-12 .	16,210	72,941	120,812	441,267	213,247	66,154	6,528	15,752	952,911
Grand Total { 1906-07 .	14,448	62,284	86,694	297,325	121,699	51,745	6,170	4,563	644,928

TABLE 168 —*Girls high schools classified according to management*

		Government	Aided.	Unaided	Total.
Madras	Institutions	4	29		33
	Pupils	478	3 881		4 3[illegible]9
Bombay	Institutions	2	23	2	[illegible]7
	Pupils	311	2 [illegible]86	461	3 5[illegible]8
Bengal	Institutions	1	16	2	19
	Pupils	1[illegible]0	2 391	110	2 671
United Provinces	Institutions		18	2	[illegible]0
	Pupils		1 819	[illegible]3	1 89[illegible]
Punjab	Institutions	2	11	2 1*	15 1*
	Pupils	276	966	368 [illegible]3*	1 610 [illegible]3*
Burma	Institutions		11		11
	Pupils		2 [illegible]75		[illegible],27[illegible]
Eastern Bengal and Assam	Institutions	3		1	4
	Pupils	517		2[illegible]3	[illegible]40
Central Provinces and Berar	Institutions		4	1	5
	Pupils		21	4	[illegible]
Coorg	Institutions				
	Pupils				
North West Frontier Province	Institutions				
	Pupils				
GRAND TOTAL 1911 12	Institutions	12	112	11	13
	Pupils	1 752	14 139	1 312	17 203
GRAND TOTAL 1906 07	Institutions	7	98	7	112
	Pupils	975	10 731	507	1[illegible] [illegible]13

* Vernacular high school and pupils.

TABLE 169 —*Girls' middle English schools classified according to management*

		Government	Board.	Native State	Aided	Unaided.	Total
Madras	Institutions				30	2	3[illegible]
	Pupils				3 035	56	3 091
Bombay	Institutions		1	2	43	6	[illegible]
	Pupils		46	6[illegible]	3 [illegible]37	1[illegible]4	3 409
Bengal	Institutions	1			[illegible]9	1	31
	Pupils	119			3 5[illegible]0	58	3 [illegible]47
United Provinces	Institutions		1		30	4	3
	Pupils		111		[illegible] 847	2 8	3,236
Punjab	Institutions				11	1	12
	Pupils				811	86	89[illegible]
Burma	Institutions				14		14
	Pupils				1 607		1 607
Eastern Bengal and Assam	Institutions	2			4	1	[illegible]
	Pupils	216			503	4[illegible]	[illegible]96
Central Provinces and Berar	Institutions				9		9
	Pupils				[illegible]88		288
Coorg	Institutions				1		1
	Pupils				84		84
TOTAL 1911 12	Institutions	3	2	2	171	15	193
	Pupils	36[illegible]	157	6[illegible]	15 [illegible]	649	1[illegible],21
TOTAL 1906-07	Institutions	3	1	2	1[illegible]	6	191
	Pupils	3[illegible]	42	4[illegible]	15,25[illegible]	35[illegible]	16 1[illegible]1

TABLE 170.—*Girls' Middle Vernacular schools, classified according to management.*

—		Government.	Board.	Aided.	Unaided.	Total.
Madras		..	..	..	..	..
Bombay		..	..	..	..	..
Bengal	Institutions	..	..	26	1	27
	Pupils	..	..	2,742	42	2,784
United Provinces	Institutions	6	2	9	..	17
	Pupils	573	83	921	..	1,577
Punjab	Institutions	..	10	14	..	24
	Pupils	..	1,456	2,199	..	3,655
Burma	Institutions	4	..	53	..	57
	Pupils	298	..	4,026	..	4,324
Eastern Bengal and Assam	Institutions	3	..	9	1	13
	Pupils	334	..	712	58	1,104
Central Provinces and Berar	Institutions	9	..	19	1	29
	Pupils	808	..	1,127	33	1,968
North-West Frontier Province	Institutions	..	..	1	..	1
	Pupils	..	..	322	..	322
TOTAL 1911-12	Institutions	22	12	131	3	168
	Pupils	2,013	1,539	12,049	133	15,734
TOTAL 1906-07	Institutions	56	10	185	11	262
	Pupils	7,320	904	17,449	990	26,663

TABLE 171.—*Girls' primary schools, classified according to management.*

—		Government.	Board.	Native State.	Aided.	Unaided.	Total.
Madras	Institutions	181	111	1	752	117	1,162
	Pupils	20,450	7,115	86	54,870	5,840	88,361
Bombay	Institutions	6	611	254	272	11	1,154
	Pupils	833	42,171	20,665	19.993	1,077	84,739
Bengal	Institutions	86	2	8	2,547	481	3,124
	Pupils	4,109	95	150	66,936	10,241	81,531
United Provinces	Institutions	56	366	..	518	17	957
	Pupils	3,093	12,000	..	16,141	515	31,749
Punjab	Institutions	..	455	..	144	38	637
	Pupils	..	19,199	..	7,998	1,894	29,091
Burma	Institutions	1	1	..	550	..	552
	Pupils	55	40	..	20,075	..	20,170
Eastern Bengal and Assam	Institutions	36	189	..	4,094	638	4,957
	Pupils	1,684	5,403	..	91,093	12,666	110,846
Central Provinces and Berar	Institutions	198	3	12	74	22	309
	Pupils	11,02[illegible]	[illegible]	807	[illegible]	784	16,492
Coorg	Institutions	[illegible]	[illegible]	..	[illegible]	..	6
	Pupils	5[illegible]	[illegible]	..	[illegible]	..	590
North-West Frontier Province	Institutions	..	[illegible]	[illegible]	[illegible]	6	28
	Pupils	..	[illegible]	[illegible]	[illegible]	[illegible]	1,025
TOTAL 1911-12	Institutions	569	[illegible]	[illegible]	2[illegible]	[illegible]	12,886
	Pupils	41,810	[illegible]	[illegible]	[illegible]	[illegible]	465,494
TOTAL 1906-07	Institutions	365	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Pupils	20,373	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

TABLE 172.—*Secondary schools for girls excluding schools for Europeans*

—		High schools.	Middle English schools.	Total.
Madras	Institutions	20	15	35
	Pupils	2 876	1 838	4 714
Bombay	Institutions	15	40	55
	Pupils	1 815	3 029	4,844
Bengal	Institutions	13	11	24
	Pupils	1 628	1 135	2 763
United Provinces	Institutions	4	27	31
	Pupils	562	2 831	3 393
Punjab	Institutions	7	3	10*
	Pupils	847	263	1 110
Burma	Institutions	2	7	9
	Pupils	573	1 061	1 634
Eastern Bengal and Assam	Institutions	4	5	9
	Pupils	740	636	1 376
Central Provinces and Berar	Institutions	1	3	4
	Pupils	4	136	140
Coorg	Institutions		1	1
	Pupils		84	84
North West Frontier Province	Institutions			
	Pupils			
TOTAL 1911-12	Institutions	66	112	178*
	Pupils	9 045	11 013	20 058
TOTAL 1906-07	Institutions	43	113	156
	Pupils	4 945	10 510	15 455

* Includes one Vernacular high school with 73 students.

TABLE 173.—*Primary schools for girls excluding schools for Europeans*

—		Middle Vernacular schools.	Primary schools.	Total.
Madras	Institutions		1 152	1 152
	Pupils		87 916	87 916
Bombay	Institutions		1 154	1 154
	Pupils		84 739	84 739
Bengal	Institutions	27	3 112	3 139
	Pupils	2 784	81 072	83 856
United Provinces	Institutions	17	953	970
	Pupils	1,577	31 598	33 175
Punjab	Institutions	24	635	659
	Pupils	3 655	29 055	32 710
Burma	Institutions	57	550	607
	Pupils	4 324	20 059	24,383
Eastern Bengal and Assam	Institutions	13	4 956	4 963
	Pupils	1 104	110 817	111 921
Central Provinces and Berar	Institutions	29	298	327
	Pupils	1 968	15 778	17 746
Coorg	Institutions		6	6
	Pupils		590	590
North West Frontier Province	Institutions	1	28	29
	Pupils	322	1 925	2,247
TOTAL 1911-12	Institutions	168	12 844	13,012
	Pupils	15 734	463,549	479,283
TOTAL 1906-07	Institutions	20[illegible]	9 9[illegible]3	1[illegible]1[illegible]3
	Pupils	20 [illegible]	20[illegible]	231 [illegible]

TABLE 174.—*Girls under instruction, excluding European schools.*

Province.	Girls in girls' schools.	Girls in boys' schools.	Total.	Percentage of girls in girls' schools.	Percentage of girls in boys' schools.
Madras	93,057	130,052	223,109	41·7	58·3
Bombay	95,506	55,391	150,897	63·3	36·7
Bengal	99,477	90,722	190,199	52·3	47·7
United Provinces	40,102	12,271	52,373	76·6	23·4
Punjab	49,351	3,089	52,440	94·1	5·9
Burma	17,511	59,938	77,449	22·6	77·4
Eastern Bengal and Assam	114,466	39,061	153,527	74·6	25·4
Central Provinces and Berar	18,054	12,099	30,153	59·9	40·1
Coorg	656	1,279	1,935	33·9	66·1
North-West Frontier Province	4,076	744	4,820	84·6	15·4
TOTAL { 1911-12	532,256	404,646	936,902	56·8	43·2
TOTAL { 1906-07	362,444	267,966	630,410	57·5	42·5

TABLE 175.—*Girls in high and middle stages, excluding European schools.*

Province.	1907.			1912.		
	High.	Middle English.	Total.	High.	Middle English.	Total.
Madras	360	1,511	1,871	425	3,833	4,258
Bombay	563	1,648	2,211	906	2,116	3,022
Bengal	143	270	413	265	311	576
United Provinces	71	273	344	49	507	556
Punjab	17	103	120	41	164	205
Burma	19	347	366	22	493	515
Eastern Bengal and Assam	35	21	56	92	179	271
Central Provinces and Berar	..	149	149	12	137	149
Coorg	..	10	10	..	33	33
TOTAL	1,208	4,332	5,540	1,812	7,773	9,585

TABLE 176.—*Girls in middle vernacular, upper primary and lower primary stages (excluding European schools).*

	Middle Vernacular.	Upper Primary.	Lower Primary.	Total.
Madras	..	6,806	193,600	200,406
Bombay	..	18,750	110,314	129,064
Bengal	132	2,092	161,170	163,394
United Provinces	108	1,937	43,442	45,487
Punjab	513	3,817	29,424	33,754
Burma	507	7,828	64,608	72,943
Eastern Bengal and Assam	64	737	143,923	144,724
Central Provinces and Berar	253	1,597	27,932	29,782
Coorg	..	151	1,675	1,826
North-West Frontier Province	25	226	1,988	2,239
TOTAL { 1911-12	1,602	43,941	778,076	823,619
TOTAL { 1906-07	3,039	32,678	519,104	554,721

TABLE 177 —*Expenditure on public institutions for girls*

—	Collegiate Education: Arts colleges	Collegiate Education: Professional education	School Education, General: Secondary schools	School Education, General: Primary schools	School Education, Special: Training schools	School Education, Special: All other special schools	Total
	Rs	Rs	Rs	Rs	Rs	Rs	Rs
Madras	5 887		3 45 007	6 73 597	87 987	31 998	11 44 476
Bombay			4 64 615	8 05 681	89 719	5 313	13 65 328
Bengal	31 989		6 29 506	3 95,267	65 685	50 496	11 72,943
United Provinces	23 407		4 83 628	2 03 051	60 681	9 313	7 80 060
Punjab		19 654	2 48 322	1 08 714	14 609	1 37 782	6 19 081
Burma			2 90 907	1 04 312	28 041	2 901	4 25 461
Eastern Bengal and Assam			87 990	2 20 988	7 830	8 817	3 25,555
Central Provinces and Berar			53 151	1 46 738	15 678	2,261	2 17 778
Coorg			7 178	4 3 6	..		11,554
North West Frontier Province			1 841	10 968			12 809
TOTAL 1911 12	61 283	19 654	26 11 375	27 63 692	3 70 160	2 48 881	60 75 045
TOTAL 1906 07	38 650	39 648	21 57 620	18 89 609	2 43 936	72 531	44 34,294

TABLE 178 —*Expenditure on public institutions for girls by classes of institutions*

[Figures in thousands of rupees]

—	1891 92	1896 97	1901 02	1906 07	1911 12.
Colleges	6	13	52	78	81
Secondary schools	15,27	17 97	17 87	21 58	26 11
Primary schools	10 10	12 34	13 31	18 83	27 4
Training schools	1 30	1 69	1 79	2 43	3 70
Special schools	17	31	54	72	2 49
TOTAL	26 90	32 44	34 03	44 34	60,75

TABLE 179 —*Expenditure on secondary and primary schools for girls excluding European schools*

(By sources)

Province.	1906-07 Provincial revenues	1906-07 Local funds	1906-07 Fees	1906-07 Other sources: Private	1906-07 Other sources: Public	1906-07 Total.	1911 12. Provincial revenues.	1911 12. Local funds.	1911 12. Fees.	1911 12. Other sources: Private.	1911 12. Other sources: Public.	Total.
	Rs	Rs	Rs	Rs	Rs	Rs.	Rs	Rs	Rs	Rs	Rs	Rs
Madras	2 17 786	99 331	48 056	2 79 3[illegible]2		6 44,545	3 31 115	53 971	59 855	3 64,459		8 09 46[illegible]
Bombay	1 89 312	1 57 118	85 896	2,35 196	1 08,8[illegible]1	7 76,305	2,30 349	2,80 574	1 11 311	3 11 830	1,27 243	10 61,34[illegible]
Bengal	1 49 341	83 903	45 356	1 91 615	3 984	4 74 199	[illegible] 02,[illegible]91	85 322	65 909	[illegible] 34,843	7 731	6,12,33[illegible]
United Provinces	26 696	91 866	5 645	80 77[illegible]	22 961	2 [illegible]7 8[illegible]0	91 0[illegible]0	1 40 9 2	8 083	1 43 544		2 83 65[illegible]
Punjab	29 048	95 388	3 757	51 549		1 79 74[illegible]	46 348	1 63 305	14,677	91 271		3 15 69[illegible]
Burma	59 991	58 506	35 405	10 [illegible]0[illegible]		1 64 604	43 4[illegible]2	73 419	61 5 [illegible]	30 227		2,16,6[illegible]
Eastern Bengal and Assam.	27 017	62,979	4 581	[illegible]3 963	345	1 19 635	94,020	1 47 0[illegible]5	10 343	40,6[illegible]3	3[illegible]	2,92,341
Central Provinces and Berar	73 807	1,304	359	34,59	1,[illegible]73	1 12 841	96 63	2 351	162	42,611	2,[illegible] 4	1 43 2[illegible]
Coorg	2,302	180	38	359		2,879	7 143	1[illegible]9	7[illegible]3		2 454	11,[illegible]
North-West Frontier Province.	177	3 235		5 [illegible]63		8,6[illegible]0	381	6 [illegible]45		4,17[illegible]		12,8[illegible]9
TOTAL	7 73 607	6 53 810	2,[illegible]9 09[illegible]	9 13 0 [illegible]	1 37 916	2 [illegible]	11 [illegible] ,366	9 16, [illegible]	2,23 [illegible]		3[illegible]	[illegible],69 [illegible]

TABLE 174.—*Girls under instruction, excluding European schools.*

Province.	Girls in girls' schools.	Girls in boys' schools.	Total.	Percentage of girls in girls' schools.	Percentage of girls in boys' schools.
Madras	93,057	130,052	223,109	41·7	58·3
Bombay	95,506	55,391	150,897	63·3	36·7
Bengal	99,477	90,722	190,199	52·3	47·7
United Provinces	40,102	12,271	52,373	76·6	23·4
Punjab	49,351	3,089	52,440	94·1	5·9
Burma	17,511	59,938	77,449	22·6	77·4
Eastern Bengal and Assam	114,466	39,061	153,527	74·6	25·4
Central Provinces and Berar	18,054	12,099	30,153	59·9	40·1
Coorg	656	1,279	1,935	33·9	66·1
North-West Frontier Province	4,076	744	4,820	84·6	15·4
TOTAL 1911-12	532,256	404,646	936,902	56·8	43·2
TOTAL 1906-07	362,444	267,966	630,410	57·5	42·5

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	High.	Middle English.	Total.	High.	Middle English.	Total.
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Bombay	563	1,648	2,211	906	2,116	3,022
Bengal	143	270	413	265	311	576
United Provinces	71	273	344	49	507	556
Punjab	17	103	120	41	164	205
Burma	19	347	366	22	493	515
Eastern Bengal and Assam	35	21	56	92	179	271
Central Provinces and Berar	..	149	149	12	137	149
Coorg	..	10	10	..	33	33
TOTAL	1,208	4,332	5,540	1,812	7,773	9,585

TABLE 176.—*Girls in middle vernacular, upper primary and lower primary stages (excluding European schools).*

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Bombay	..	18,750	110,314	129,064
Bengal	132	2,092	161,170	163,394
United Provinces	108	1,937	43,442	45,487
Punjab	513	3,817	29,424	33,754
Burma	507	7,828	64,608	72,943
Eastern Bengal and Assam	64	737	143,923	144,724
Central Provinces and Berar	253	1,597	27,932	29,782
Coorg	..	151	1,675	1,826
North-West Frontier Province	25	226	1,988	2,239
TOTAL 1911-12	1,602	43,941	778,076	823,619
TOTAL 1906-07	3,039	32,578	519,104	554,721

TABLE 177 —*Expenditure on public institutions for girls*

—	COLLEGIATE EDUCATION		SCHOOL EDUCATION GENERAL.		SCHOOL EDUCATION, SPECIAL.		Total.
	Arts colleges.	Professional education.	Secondary schools	Primary schools.	Training schools.	All other special schools.	
	Rs	Rs	Rs	Rs	Rs	Rs	Rs
Madras	5 887		3 45 007	6 73 597	87 987	31 998	11 44 476
Bombay			4 64 615	8 05 681	89 719	5 313	13 65 328
Bengal	31 989		6 29 506	3 95 767	65 685	50 496	11 72 943
United Provinces	23 407		4 83 698	2 03 051	60 661	9 313	7 80 060
Punjab		19 654	2 48 322	1 98 714	14 609	1 37 782	6 19 081
Burma			2 90 707	1 04 312	28 041	2 901	4,25 461
Eastern Bengal and Assam			87 920	2 20 988	7 830	8 817	3,25 555
Central Provinces and Berar			53 151	1 46 738	15 628	2 261	2 17 778
Coorg			7 178	4 376	..		11,554
North West Frontier Province			1 841	10 968			12 809
TOTAL 1911 12	61 283	19 654	26 11 375	27 63 602	3 70 160	2 48 881	60 75 045
TOTAL 1906 07	38 650	39 648	21 57 620	18 82 609	2 43 236	72 531	44 34 294

TABLE 178 —*Expenditure on public institutions for girls by classes of institution*

[Figures in thousands of rupees]

—	1891 92	1896 97	1901 02	1906 07	1911 12
Colleges	6	13	52	78	81
Secondary schools	15 27	17 97	17 87	21 58	26 11
Primary schools	10 10	12 34	13 31	18 83	27 64
Training schools	1 30	1 69	1 79	2 43	3 70
Special schools	17	31	54	72	2 49
TOTAL	26 90	32 44	34 03	44 34	60 75

TABLE 179 —*Expenditure on secondary and primary schools for girls excluding European schools*

(By sources)

Province.	1906-07						1911 12.					
	Provincial revenues.	Local funds	Fees.	OTHER SOURCES Private	OTHER SOURCES Public	Total	Provincial revenues	Local funds	Fees	OTHER SOURCES. Private.	OTHER SOURCES. Public.	Total.
	Rs	Rs	Rs	Rs	Rs.	Rs	Rs	Rs	Rs	Rs	Rs.	Rs
Madras	2 17 786	99 331	48 056	2 79 3[illegible]		6 44 543	3,31 115	53 974	59 858	3 64,4[illegible]		8 09 [illegible]
Bombay	1 89 312	1 57 118	85 896	2,35 1[illegible]6	1 08 653	7 76 305	[illegible] 30 393	2 80 374	1 11 311	3 11 639	1 [illegible]7 243	10 61,34[illegible]
Bengal	1 49,341	83 903	45 556	1 91 613	3 934	4,74 199	2,0[illegible] [illegible]91	83 322	65 909	2 54,845	7 721	6,19 3[illegible]
United Provinces	26 [illegible]6	91 886	5 645	60 77[illegible]	[illegible]2,961	2 27 8[illegible]0	91 0[illegible]0	1 40 9 [illegible]	8 093	1 43 544		3 55 65[illegible]
Punjab	29 048	93 388	3 757	51 549		1 79 742	46 348	1 63,305	14 6[illegible]7	91 371		3 15 6[illegible]
Burma	59,991	58,506	35 405	10,7[illegible]		1 64 604	48 4[illegible]	73 418	64 5 2	30 237		2,16,[illegible]
Eastern Bengal and Assam	27 017	6[illegible] 9[illegible]9	4 581	[illegible]3 963	543	1 16 838	94 030	1 47 025	10 543	40 6[illegible]	320	2,92,841
Central Provinces and Berar	[illegible]3 907	1,304	355	34,597	1 7[illegible]3	1 11 541	94 360	2 291	162	42,611	2,1 [illegible]	1 41 9[illegible]
Coorg	2,502	190	35	159		2,[illegible]9	7 145	190	7[illegible]3		3,434	11,554
North-West Frontier Province.	177	3 235		5 [illegible]68		8,6[illegible]0	331	[illegible]15		4 172		12,[illegible]
TOTAL	7 73 607	6 33 410	2 [illegible] 09[illegible]	9 13 0 [illegible]	1,37 914	2[illegible] 09 503	11 47 585	9 54 583	3 33 9[illegible]	12,87 [illegible]53	1 41,[illegible]	[illegible]4 69 [illegible]

TABLE 180.—*Annual expenditure per pupil in primary and secondary schools for girls, excluding schools for Europeans.*

—	1906-07.	1911-12.
	Rs.	Rs.
Madras	9·5	9·1
Bombay	11·5	12·5
Bengal	6·6	7·6
United Provinces	9·7	11·3
Punjab	9·2	10·2
Burma	8·2	8·3
Eastern Bengal and Assam	2·4	2·8
Central Provinces and Berar	8·7	8·3
Coorg	10·0	19·1
North-West Frontier Province	7·2	6·4
TOTAL	8·1	8·2

TABLE 181.—*Grants to aided primary schools for girls.*

—	1906-07.			1911-12.		
	Grant.	Number of pupils.	Rate of grant per pupil.	Grant.	Number of pupils.	Rate of grant per pupil.
	Rs.		Rs.	Rs.		Rs.
Madras	1,02,420	33,835	3·03	1,49,065	54,870	2·7
Bombay	49,959	5,573	3·2	68,822	19,993	3·4
Bengal	1,76,981	64 454	2·7	1,68,413	66,936	2·5
United Provinces	45,451	12,311	3·7	52,672	16,141	3·3
Punjab	19,343	6,991	2·8	21,831	7,998	2·7
Burma	65,813	15,568	4·2	64,988	20,075	3·2
Eastern Bengal and Assam	59,220	41,746	1·4	1,41,140	91,093	1·5
Central Provinces and Berar	23,864	2,901	8·2	23,392	3,752	6·2
Coorg	180	25	7·2	180	29	6·2
North-West Frontier Province	260	204	1·3	1,123	678	1·7
TOTAL	5,43,491	193,608	2·8	6,91,626	2,81,565	2·5

TABLE 182.—*Fees in secondary English schools for girls, excluding schools for Europeans.*

—	UNDER PUBLIC MANAGEMENT.			UNDER PRIVATE MANAGEMENT.						TOTAL.		
				AIDED.			UNAIDED.					
	Pupils.	Fees.	Average fee per annum.	Pupils.	Fees.	Average fee per annum.	Pupils.	Fees.	Average fee per annum.	Pupils.	Fees.	Average fee per annum.
		Rs.	Rs.		Rs.	Rs.		Rs.	Rs.		Rs.	Rs.
Madras	331	1,527	4·6	4,370	26,570	6·1	13	..	..	4,714	28,097	6·0
Bombay	419	2,741	6·5	3,887	66,978	17·2	538	11,760	21·9	4,844	81,470	16·8
Bengal	170	3,672	22·8	2,483	40,092	16·1	110	..	..	2,763	43,064	15·9
United Provinces	111	..	..	3,033	7,556	2·5	249	..	..	3,393	7,556	2·2
Punjab	52	1,936	37·2	531	6,691	12·6	*527	3,353	6·4	1,110	11,980	10·8
Burma	..	..	..	1,634	38,015	23·3	..	..	..	1,634	38,015	23·3
Eastern Bengal and Assam.	763	3,489	4·6	390	468	1·2	223	203	·91	1,376	4,160	3·02
Central Provinces and Berar.	..	..	..	136	99	·73	4	..	..	140	99	·7
Coorg	..	..	..	84	772	9·2	..	..	..	84	772	9·2
North-West Frontier Province.	..	..	..	..	..	..	..	..	..	..	..	..
TOTAL 1911-12	1,846	13,565	7·3	16,548	1,87,241	11·3	1,664	15,316	9·2	20,058	2,16,122	10·7
TOTAL 1906-07	789	7,333	9·29	13,985	1,20,632	9·3	635	10,128	15·95	15,409	1,47,093	9·5

* Includes 73 pupils in the only Vernacular High school in the Punjab.

TABLE 183.—*Fees in middle vernacular schools for girls excluding schools for Europeans*

—	Under Public Management			Under Private Management						Total		
				Aided			Unaided					
	Pupils	Fees	Average fee per annum	Pupils	Fees	Average fee per annum	Pupils	Fees	Average fee per annum	Pupils	Fees	Average fee per annum
		Rs	Rs		Rs	Rs		Rs	Rs		Rs	Rs
Madras												
Bombay												
Bengal				2 74°	3 °76	1 2	42	565	13 5	2 781	3 841	1 4
United Provinces	6 6			9°1	53	·06				1,577	53	03
Punjab	1 456	67	·05	2 199	2 101	·95				3 6 5	2,168	59
Burma	298	798	2 7	4 0 6	4 970	1 2				4 324	5 768	1 3
Eastern Bengal and Assam	334	184	55	712	811	1 1	68			1 1 4	995	·9
Central Provinces and Berar	808			1 127			33			1 968		
Coorg												
North-West Frontier Province.				3°°						322		
Total { 1911 12	3 552	1 047	·29	12 049	11 213	·93	153	665	4 2	15 734	12 #21	82
Total { 1906-07	8 224	2 094	·25	17 449	11 759	68	990	204	·21	26 663	14 0°7	53

TABLE 184.—*Fees in Primary schools for girls, excluding schools for Europeans*

—	Under Public Management			Under Private Management						Total		
				Aided			Unaided					
	Pupils.	Fees.	Average fee per annum.	Pupils	Fees	Average fee per annum	Pupils.	Fees	Average fee per annum.	Pupils	Fees	Average fee per annum.
		Rs.	Rs.		Rs	Rs		Rs	Rs		Rs	Rs
Madras	27 651	5 473	·2	54,425	25 129	4	5,840	1,189	·2	87 916	31 791	4
Bombay	63 669	274	·004	19 993	[illegible]	1 3	1,077	2,719	2 5	84 739	29,932	·35
Bengal	4,354	299	·07	66 477	15 311	·24	10,241	1 494	·14	81 072	18 104	·22
United Provinces	15 093	72	·005	15 011	401	[illegible]	434			31,538	473	·015
Punjab	19,199	10	·0005	7 9[illegible]	599	·08	1,934	19	·01	29,[illegible]	529	·02
Burma	95			19 9[illegible]	[illegible] 771	1 04				20,0[illegible]	20 771	1 08
Eastern Bengal and Assam.	7 058	345	·05	91,0[illegible]	4,543	[illegible]	12,[illegible]	4[illegible]2	[illegible]	110,817	5 3[illegible]	[illegible]
Central Provinces and Berar	11,956			2 [illegible]	[illegible]	[illegible]	734			15 779	84	·004
Coorg	561			23	2	[illegible]				5[illegible]	3	·004
North-West Frontier Province.	805			6[illegible]			442			1 925		
Total { 1911 12	1,0 441	6 4[illegible]	·04	[illegible]	44,[illegible]	·24	23 42[illegible]	5,[illegible]	·17	4[illegible]3,549	1,[illegible]	·28
Total { 1906-07	73,953	2,363	·03	191,2[illegible]	[illegible]	[illegible]	22,[illegible] 1	12,454	·54	[illegible],218	6[illegible],199	·16

EDUCATION OF EUROPEANS.

TABLE 185.—*Institutions for Europeans.*

—	1896-97.	1901-02.	1906-07.	1911-12.
Arts colleges	10	20	15	6
Professional colleges	..	1	2	3
Secondary schools	258	279	261	273
Primary schools	72	75	89	77
Training schools	2	4	8	7
Industrial and special schools	9	10	26	24
TOTAL	351	389	401	390

TABLE 186.—*Public institutions for Europeans and number of pupils.*

Province.	Arts colleges.		Professional colleges.		Secondary schools. High.		Secondary schools. Middle.		Secondary schools. Total Secondary.		Primary schools.		School Education—Special.		Grand Total.	
	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.
Madras	1	2	..	..	24	2,994	38	2,960	62	5,954	20	1,050	2	183	85	7,189
Bombay	..	..	..	..	23	3,054	20	903	43	3,957	..	..	6	87	49	4,044
Bengal	..	..	..	..	11	2,377	39	5,459	50	7,836	20	804	10	469	80	9,109
United Provinces	5	25	..	..	29	3,172	14	925	43	4,097	11	357	11	215	70	4,694
Punjab	..	..	3	45	14	1,555	13	825	27	2,380	6	159	..	..	36	2,584
Burma	..	..	..	..	15	3,034	10	812	25	3,846	3	157	1	36	29	4,039
Eastern Bengal and Assam	..	..	..	..	..	..	5	396	5	396	1	29	..	..	6	425
Central Provinces and Berar.	..	..	..	..	8	86	10	352	18	438	16	971	1	58*	35	1,467
TOTAL 1911-12	6	27	3	45	124	16,272	149	12,632	273	28,904	77	3,527	31	1,048	390	33,551
TOTAL 1906-07	15	59	2	29	121	14,359	140	10,291	261	24,650	89	3,968	34	1,176	401	29,882

* These figures have also been included in Middle Vernacular schools for boys.

TABLE 187.—*Public institutions for Europeans by management.*

Province.	Government. Arts colleges, English.	Government. Professional colleges, Training.	Government. High schools.	Government. Middle schools.	Government. Primary schools.	Government. Special schools.	Aided. Arts colleges, English.	Aided. Professional colleges, Training.	Aided. High schools.	Aided. Middle schools.	Aided. Primary schools.	Aided. Special schools.	Unaided. Arts colleges, English.	Unaided. Professional colleges, Training.	Unaided. High schools.	Unaided. Middle schools.	Unaided. Primary schools.	Unaided. Special schools.	Total. Arts colleges, English.	Total. Professional colleges, Training.	Total. High schools.	Total. Middle schools.	Total. Primary schools.	Total. Special schools.
Madras	..	..	2	..	..	..	1	..	22	37	20	2	..	..	..	1	..	..	1	..	24	38	20	2
Bombay	..	..	..	..	..	..	..	..	23	17	..	6	..	..	..	3	..	..	..	..	23	20	..	6
Bengal	..	..	..	2	..	3	..	..	9	36	20	7	..	..	2	1	..	..	..	..	11	39	20	10
United Provinces	..	..	..	..	..	..	2	..	25	12	8	10	3	..	4	2	3	1	5	..	29	14	11	11
Punjab	..	1	2	..	..	..	..	2	12	13	6	..	..	..	..	..	..	..	..	3	14	13	6	..
Burma	..	..	1	..	..	..	..	..	14	10	3	1	..	..	..	..	..	..	..	..	15	10	3	1
Eastern Bengal and Assam	..	..	..	..	1	..	..	..	..	4	..	..	..	..	..	1	..	..	..	..	..	5	1	..
Central Provinces and Berar.	..	..	..	..	..	..	..	..	8	10	15	1	..	..	..	..	1	..	..	..	8	10	16	1
TOTAL 1911-12	..	1	5	2	1	3	3	2	113	139	72	27	3	..	6	8	4	1	6	3	124	149	77	31
TOTAL 1906-07	..	..	6	4	1	1	8	..	102	134	81	22	7	2	13	2	7	11	15	2	121	140	89	34

TABLE 188 —*Arts colleges*

Province	1906-07					1911-12				
	By management		By sex		Total.	By management		By sex		Total.
	Aided.	Unaided.	Male	Female		Aided	Unaided	Male	Female	
Madras	2		1	1	2	1		1		1
Bengal	2	1	3		3					
United Provinces	3	4	5	2	7	2	3	1	4	5
Punjab	1	2	1	2	3					
TOTAL	8	7	10	5	15	3	3	2	4	6

TABLE 189 —*Secondary schools by sex*

Province	1906-07			1911-12		
	For boys	For girls	Total	For boys	For girls.	Total
Madras	33	32	65	32	30	62
Bombay	19	23	42	19	24	43
Bengal	16	28	44	24	26	50
United Provinces	21	21	42	19	24	43
Punjab	12	19	31	9	18	[illegible]
Burma	3	13	16	9	16	25
Eastern Bengal and Assam	3	1	4	3	2	5
Central Provinces and Berar	7	10	17	8	10	18
TOTAL	114	147	261	123	150	[illegible]

TABLE 190 —*Secondary schools by grades*

Province	1906-07			1911-12		
	High	Middle.	Total	High	Middle	Total
Madras	24	41	65	24	38	62
Bombay	19	23	42	23	20	43
Bengal	14	30	44	11	39	50
United Provinces	31	11	[illegible]	29	14	43
Punjab	16	15	31	14	13	27
Burma	10	6	16	15	10	25
Eastern Bengal and Assam		4	4		5	5
Central Provinces and Berar	7	10	17	8	10	18
TOTAL	121	140	261	124	149	[illegible]

TABLE 191 —*Primary schools by sex*

Province	1906-07			1911-12		
	For boys.	For girls.	Total.	For boys.	For girls.	Total.
Madras	10	12	22	10	10	20
Bengal	8	17	25	8	12	20
United Provinces	6	12	18	7	4	11
Punjab	1	1	2	4	2	6
Burma	1	1	2	1	2	3
Eastern Bengal and Assam		2	2			
Central Provinces and Berar	6	12	18	5		
TOTAL	32	57	[illegible]			

TABLE 192.—[illegible]

Province.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	1906-07.			1911-12.		
[illegible]	[illegible]	[illegible]	6	..	1	[illegible]
[illegible]	1	1	..	1	1	[illegible]
[illegible]	1		2	1	[illegible]	[illegible]
[illegible]			10	2	4	[illegible]
[illegible]		1	[illegible]	..	1	
[illegible]		1	..	..	1	..
Total	[illegible]	[illegible]	21	7	14	[illegible]

TABLE 193.—[illegible]

Province.	1886-87.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	[illegible]	[illegible]	[illegible]	7,6[illegible]1	7,530	7,469
Bombay	[illegible]	[illegible]	[illegible]	4,164	4,149	4,813
Bengal	[illegible]	[illegible]	7,818	[illegible]	7,487	8,834
United Provinces	[illegible]	2,715	[illegible]	[illegible]	4,422	4,647
Punjab	[illegible]	[illegible]	[illegible]	2,582	2,419	2,629
Burma	[illegible]	[illegible]	[illegible]	[illegible]	3,406	4,029
Eastern Bengal and Assam	[illegible]	[illegible]	24	15	464	549
Central Provinces and Berar	[illegible]	[illegible]	1,212	1,537	1,246	1,399
Coorg	10	21	5	7	7	2
North-West Frontier Province	..	..	..	..	..	1
Total	[illegible]	[illegible]	29,176	31,122	31,130	34,372

TABLE 194.—[illegible]

Province.	1906-07. Boys.	1906-07. Girls.	1906-07. Total.	1911-12. Boys.	1911-12. Girls.	1911-12. Total.
Madras	3,955	3,575	7,530	3,809	3,660	7,469
Bombay	[illegible]	[illegible]	4,149	2,540	2,273	4,813
Bengal	4,130	3,357	7,487	4,818	4,016	8,834
United Provinces	[illegible]	[illegible]	4,422	2,712	1,935	4,647
Punjab	1,093	1,326	2,419	1,159	1,470	2,629
Burma	1,760	1,646	3,406	2,126	1,903	4,029
Eastern Bengal and Assam	271	193	464	238	311	549
Central Provinces and Berar	663	583	1,246	757	642	1 399
Coorg	3	4	7	2	..	2
North-West Frontier Province	..	..	..	1	..	1
TOTAL	16,498	14.632	31,130	18,162	16,210	34,372

TABLE 195.—*European pupils in different grades of institutions, by periods.*

	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
Arts colleges	159	192	277	150	208
Professional colleges	354	238	325	338	333
Secondary schools	21,662	24.027	23,063	25.043	28,672
Primary schools	2 927	3,422	6.126	4,088	3,786
Normal schools	53	69	138	188	195
Special schools	565	1,041	1,043	1,307	1,105
TOTAL PUBLIC SCHOOLS	25.720	28.989	30,972	31,114	34.299
TOTAL PRIVATE SCHOOLS	75	187	150	16	73
GRAND TOTAL	25,795	29,176	31,122	31,130	34,372

TABLE 196.—*European pupils in different grades of institutions, by sex.*

—	1906-07.			1911-12.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Arts colleges	102	48	150	134	74	[illegible]
Professional colleges	264	74	338	275	[illegible]	[illegible]
Secondary schools	13,388	11,655	25,043	15,240	12,432	28,672
Primary "	1,935	2,153	4,088	1,921	1,855	[illegible]
Normal "	15	173	188	6	1[illegible]9	135
Special "	735	522	1,257	549	555	1,1[illegible]
TOTAL PUBLIC SCHOOLS	16,459	14,625	31,114	15,129	14,173	[illegible]
TOTAL PRIVATE SCHOOLS	9	7	16	[illegible]	37	[illegible]
GRAND TOTAL	16,498	14,632	31,130	15,1[illegible]	14,210	[illegible]

TABLE 197.—*European pupils in Arts colleges.*

PROVINCE.	Total 1901-02.	1906-07.			1911-12.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.
Madras	42	13	11	24	28	7	[illegible]
Bombay	17	18	5	23	21	7	[illegible]
Bengal	64	26		26	15	9	[illegible]
United Provinces	127	24	30	54	16	30	46
Punjab	2	4		4	2	..	2
Burma	24	13	2	15	31	21	[illegible]
Central Provinces and Berar	1	4		4	20	..	20
TOTAL	277	102	48	150	134	74	[illegible]

TABLE 198.—*European pupils in professional colleges, by periods.*

—	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
Law	12	11	12	5	4
Medicine	225	171	190	157	173
Engineering	104	126	110	135	109
Teaching	2	..	12	37	47
Agriculture	1	..	..	1	..
TOTAL	334	[illegible]	[illegible]	338	[illegible]

TABLE 199.—*European boys in professional colleges.*

PROVINCE.	1906-07.						1911-12.					
	Law.	Medicine.	Engineering.	Teaching.	Agriculture.	Total.	Law.	Medicine.	Engineering.	Teaching.	Agriculture.	Total.
Madras	2	15	[illegible]	..	..	[illegible]		..	[illegible]	1	..	[illegible]
Bombay	..	[illegible]	1	..	..	[illegible]	1	[illegible]	2	..	..	[illegible]
Bengal	[illegible]	[illegible]	[illegible]	..	1	[illegible]	2	[illegible]	[illegible]	..	..	[illegible]
United Provinces	..	..	[illegible]	1	..	[illegible]	..	..	[illegible]	1	..	[illegible]
Punjab	..	..	..	1	..	1		1	..	[illegible]	..	[illegible]
Central Provinces and Berar	..	..	..	1	..	1	2	..	..	..	..	[illegible]
TOTAL	[illegible]	[illegible]	[illegible]	[illegible]	1	[illegible]	4	[illegible]	[illegible]	[illegible]	..	[illegible]

TABLE 207.—*Successful European candidates in professional and technical examinations.*

Province.	1906-07.									1911-12.								
	Teaching.*		Medical.							Teaching.†		Medical.						
	Masters.	Mistresses.	College examination.	School examination.	Schools of art.	Engineering and surveying.	Commercial.	Law.	Industrial and technical.	Masters.	Mistresses.	College examination.	School examination.	Schools of art.	Engineering and surveying.	Commercial.	Law.	Industrial and technical.
Madras	7	61	8	7	73	..	..	..	17	..	20	..	..	23	..	..	..	18
Bombay	..	21	5	..	68	..	2	..	..	..	2	11	1	143	..	..	1	..
Bengal	..	..	5	..	..	20	..	1	..	..	..	4	..	..	11	7	..	..
United Provinces	..	6	..	1	..	..	..	1	..	..	16	..	3	..	..	..	..	..
Punjab	..	2	1	3	..	..	..	..	..	..	..	1	..	..	..	..	..	..
Burma	20	..	..	..	..	5	..	..	..	22	4	..	..	..	1	..	..	..
Central Provinces and Berar.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
TOTAL	27	90	19	11	141	25	2	2	17	22	52	16	4	166	12	7	1	18

* Excludes 10 European passes in teaching colleges.
† Excludes 34 European passes in teaching colleges.

TABLE 208.—*Expenditure on European colleges and schools (direct and indirect) by periods and provinces.*

(In thousands of rupees.)

Province.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	5,45	7,18	7,61	10,17
Bombay	4,57	4,40	4,30	7,00
Bengal	14,12	17,84	17,77	19,24
United Provinces	5,26	7,17	10,06	11,62
Punjab	4,57	4,84	9,20	8,15
Burma	1,35	1,86	2,24	6,11
Eastern Bengal and Assam	5	4	57	74
Central Provinces and Berar	68	99	1,28	2,22
TOTAL	36,05	44,32	53,03	65,25

TABLE 209.—*Sources of expenditure by provinces.*

Province.	1906-07.							1911-12.						
	Provincial revenues.	Local and municipal funds.	Fees.	Other sources.	Total Public.	Total Private.	Grand Total.	Provincial revenues.	Local and municipal Funds.	Fees.	Other sources.	Total Public.	Total Private.	Grand Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
adras	2,53,106	..	1,27,848	3,79,324	2,53,106	5,07,172	7,60,368	3,40,387	..	1,70,541	5,05,602	3,40,387	6,76,143	10,16,530
ombay	1,03,637	780	1,41,141	1,84,931	1,04,417	3,26,072	4,30,489	2,09,761	1,220	2,29,554	2,59,372	2,10,981	4,88,926	6,99,907
engal	4,43,569	1,965	7,65,544	5,66,213	4,45,534	13,31,757	17,77,291	5,52,657	13,892	8,51,617	5,06,030	5,66,549	13,57,647	19,24,196
nited Provinces	2,95,952	4,544	4,50,555	2,54,483	3,00,496	7,05,038	10,05,534	4,24,783	10,764	5,05,512	2,20,922	4,35,547	7,26,434	11,61,981
unjab	4,09,543	..	2,42,479	2,67,820	4,09,543	5,10,299	9,19,842	2,63,898	..	2,83,122	2,67,620	2,63,898	5,50,742	8,14,640
urma	62,525	35,401	81,028	45,447	97,926	1,26,475	2,24,401	1,95,792	2,160	3,32,533	80,785	1,97,952	4,13,318	6,11,270
astern Bengal and Assam.	25,132	..	3,955	28,279	25,132	32,234	57,366	22,648	300	22,732	28,667	22,948	51,399	74,347
entral Provinces and Berar.	60,078	3,260	28,642	35,964	63,338	64,606	1,27,944	84,482	1,810	73,572	61,910	86,292	1,35,482	2,21,774
TOTAL	16,53,632	45,050	18,41,192	17,62,461	16,99,582	36,03,653	53,03,235	20,94,408	30,146	24,69,183	19,30,908	21,24,554	44,00,091	65,24,645

TABLE 210 —*Sources of expenditure, by periods*

(In thousands of Rupees)

	1896 97	1901 02	1906 07	1911 12
Provincial revenues	7 75	8 82	16 54	20 95
Local and municipal revenues	11	20	46	30
Fees	13 11	15 91	18 41	24 69
Other sources	15 08	18 87	17 62	19 31
TOTAL	36 05	43 80	53 03	65 25
TOTAL PUBLIC	7 86	9 02	17 00	21 25
TOTAL PRIVATE	28 19	34 78	36 03	44 00

TABLE 211 —*Objects of expenditure by periods*

	1896 97	1901 02	1906 07	1911 12
	Rs	Rs.	Rs.	Rs
Arts colleges	76 813	1 14 910	15 299	16 181
Professional colleges		7 890	39 127	41 647
Secondary schools	25 43 098	24 48 970	23 87 075	30 89 828
Primary schools	1 40 099	1 28 892	2 01 495	1 83 490
Special schools	49 384	67 981	73 445	1 22 350
Buildings and equipment	4 40 576	4 51 405	9 56 006	5 77 497
Inspection	29 340	17 000	10 952	44 041
Scholarships	15 600	40 594	3 14 708	85 835
Miscellaneous	3 09 849	11 54 835	13 05 198	23 63 776
TOTAL	36 04 759	44 3[illegible] 477	53 03 [illegible]35	65,24 615

TABLE 212 —*Average expenditure from provincial funds per scholar in European schools and average fee paid*

PROVINCE.		Provincial funds.	Fees.	Average number of scholars in European schools.	Average expenditure from provincial funds per pupil.	Average fee paid.
					Per annum.	
		Rs.	Rs.		Rs.	Rs.
Madras		3 10 387	1 70 [illegible]	[illegible] 915	49	2[illegible]
Bombay		2 09 701	2 [illegible] 4	3 897	54	[illegible]
Bengal		5 [illegible]	8 71 617	[illegible] 619	64	99
United Provinces		4,24 783	5 0[illegible] 12	4 [illegible] 28	90	107
Punjab		[illegible] 63 598	2 83 1[illegible]	2 608	101	108
Burma		1 9[illegible]	3,3[illegible]	3 [illegible]	50	85
Eastern Bengal and Assam		[illegible] 618	22 73[illegible]	414	5[illegible]	55
Central Provinces and Berar		81 [illegible]	[illegible]	1 47[illegible]	[illegible]	[illegible]1
TOTAL	1911 12	20 94 408	24 69 [illegible]	3 [illegible]	64	7[illegible]
	1906 07	16,[illegible]	18 41 [illegible]	[illegible]	[illegible]	62

EDUCATION OF MUHAMMADANS.

TABLE 213.—*Muhammadan population.*

PROVINCE.	Muhammadan population (in thousands) Census of 1911.	PERCENTAGE OF MUHAMMADANS TO TOTAL POPULATION.	
		Census of 1901.	Census of 1911.
Madras	2,743	6·5	6·6
Bombay	4,902	18·0	18·1
Bengal	9,397	17·8	17·1
United Provinces	6,658	14·1	14·1
Punjab	10,956	53·2	54·8
Burma	421	3·6	3·5
Eastern Bengal and Assam	20,237	57·9	58·5
Central Provinces and Berar	583	4·2	3·7
Coorg	13	7·6	7·5
North-West Frontier Province	2,040	92·1	92·8
TOTAL	57,950	22·6	22·7
Census 1911	54,297	..	..

TABLE 214.—*Muhammadan pupils under instruction in all classes of institutions.*

PROVINCE.	1886-87.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	43,715	84,391	100,924	107,875	118,929	146,196
Bombay	84,311	119,392	138,355	134,828	144,405	182,472
Bengal	366,886	448,847	477,019	462,674	184,355	283,944
United Provinces	68,924	64,413	75,596	91,482	111,047	134,393
Punjab	160,885	131,493	128,537	111,354	134,238	159,860
Burma	1,595	5,426	6,522	8,193	10,965	14,553
Eastern Bengal and Assam	12,936	16,727	21,802	23,452	425,840	575,674
Central Provinces and Berar	14,606	16,358	17,724	17,850	21,634	29,234
Coorg	178	189	153	156	200	205
North-West Frontier Province	..	..	..	20,357	20,758	24,620
TOTAL	754,036	887,236	966,632	978,221	1,172,371	1,551,151

TABLE 215.—*Muhammadan pupils in public and private institutions.*

PROVINCE.	PUBLIC INSTITUTIONS.					PRIVATE INSTITUTIONS.				
	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	67,417	71,275	72,173	76,772	103,538	16,974	29,649	35,702	42,157	42,658
Bombay	97,186	106,225	98,401	105,857	139,464	22,206	32,130	36,427	38,548	43,008
Bengal	355,207	397,554	387,839	167,293	270,104	93,640	79,465	74,835	17,062	13,840
United Provinces	34,530	45,610	55,360	78,127	94,454	29,883	29,986	36,122	32,920	39,939
Punjab	58,988	72,101	68,678	91,763	121,119	72,505	56,436	42,676	42,475	38,741
Burma	1,746	2,849	4,064	6,804	9,626	3,680	3,673	4,129	4,161	4,927
Eastern Bengal and Assam	12,800	17,211	19,292	364,791	533,333	3,927	4,591	4,160	61,049	42,341
Central Provinces and Berar	16,108	17,630	17,702	21,585	29,072	250	94	148	49	162
Coorg	174	150	149	193	199	15	3	7	7	6
North-West Frontier Province	..	..	8,347	10,716	16,089	..	..	12,010	10,042	8,531
TOTAL	644,156	730,605	732,005	923,901	1,316,998	243,080	236,027	246,216	248,470	234,153

TABLE 216—*Muhammadan pupils in different classes of public institution*

Province	Arts colleges		Professional colleges		Secondary schools (English)		Middle vernacular		Primary schools		Total	
	1906-07	1911-12	1906-07	1911-12	1906-07	1911-12	1906-07	1911-12	1906-07	1911-12	1906-07	1911-12
Madras	76	96	15	7	4 439	5 519	1 475		70 [illegible]90	97 396	76 325	103 018
Bombay	95	146	50	37	3 8[illegible]6	5 543			101 241	13[illegible] 086	105 [illegible]1[illegible]	135 71[illegible]
Bengal	341	70[illegible]	79	90	11 602	20 364	2 5[illegible]7	3 220	142,780	143 928	157 329	168 304
United Provinces	554	1 155	196	20[illegible]	7 138	10 561	10 922	9 7[illegible]4	53 448	71 976	77 [illegible]59	93 618
Punjab	305	569	124	303	15 263	24 837	6 541	8 423	63 155	85 20[illegible]	90 388	119 424
Burma	7	15			1 50[illegible]	1 803	88[illegible]	1 649	4 368	6,135	6,759	9 60[illegible]
Eastern Bengal and Assam	71	360	7	21	2[illegible] 078	59 430	8 656	8 856	31[illegible] 609	451 157	349 411	519 874
Central Provinces and Berar	11	29		4	1 496	2 054	3 37[illegible]	4 130	1[illegible] 653	22 799	21 532	29 016
Coorg					7	4			186	195	193	199
North West Frontier Province	9	23			2 363	3 36[illegible]	1 000	1 752	7 323	10 904	10 695	16 041
TOTAL	1 469(a)	3 095	471	664	70 614	133 5[illegible]7	33 37[illegible]	37 754	75[illegible] 173	1 0[illegible] 768	895 102	1 197,808

(a) Excludes 100 Muhammadan pupils in Oriental colleges

Province.	Professional colleges. Arts colleges.	Law.	Veterinary.	Medicine.	Engineering.	Teaching.	Agriculture.	Total.	Secondary schools. High.	Middle.	Total.	Middle vernacular.	Primary.	Schools for special training. Training schools.	Schools of art.	Law schools.	Medical schools.	Engineering and surveying schools.	Technical and industrial schools.	Commercial schools.	Agricultural schools.	Reformatory schools.	Others.	Total.	Total of colleges and schools of public instructions.	Total of private institutions.	Grand Total.
Madras	95	4	..	..	2	1	..	102	4,089	1,420	5,509	..	80,501	160	6	..	..	..	234	39	..	34	27	500	86,612	30,726	117,338
Bombay	145	19	..	11	3	..	4	182	2,918	2,574	5,492	..	112,027	160	12	..	15	2	420	15	1	37	67	729	118,430	29,352	147,782
Bengal	701	69	..	13	5	3	..	791	11,940	8,391	20,331	3,185	133,738	620	17	..	226	24	362	15	..	149	80,062	81,475	239,520	12,734	252,254
United Provinces	1,155	106	..	2	70	10	14	1,357	7,395	3,025	10,420	9,514	65,779	196	..	..	28	..	259	1	..	55	214	753	87,823	37,411	125,234
Punjab	569	54	135	23	..	75	16	872	16,825	7,900	24,725	8,054	77,047	169	129	..	212	36	919	12	..	55	28	1,560	112,258	26,652	138,910
Burma	15	..	..	..	..	..	..	15	816	945	1,761	1,296	4,757	6	..	1	..	3	..	..	..	12	..	22	7,851	3,698	11,549
Eastern Bengal and Assam	360	12	..	..	..	9	..	381	20,729	38,674	59,403	8,792	379,482	612	..	..	76	13	140	26	..	..	12,511	13,378	461,436	34,931	496,367
Central Provinces and Berar	29	4	..	..	..	..	..	33	328	1,725	2,053	3,937	20,223	41	..	..	..	..	..	..	..	11	..	52	26,298	44	26,342
Coorg	..	..	..	..	..	..	..	..	3	1	4	..	189	..	..	..	..	..	..	..	..	..	..	..	193	6	199
North-West Frontier Province	23	..	..	..	..	..	..	23	2,364	998	3,362	1,752	10,518	48	..	..	..	..	..	..	..	..	..	48	15,703	6,276	21,979
Total 1911-12	3,092	268	135	49	80	98	34	3,756	67,407	65,653	133,060	36,530	884,261	2,012	164	1	557	78	2,334	108	1	353	92,009	98,517	1,156,124	181,830	1,337,954
„ 1906-07	1,568	182	*	65	113	68	43	2,039	38,933	31,541	70,474	34,271	712,465	1,032	196	7	453	95	1,414	42	37	265	23,867	27,408	846,657	204,015	1,050,672

* Figures are not available for the year 1906-07.

TABLE 218.—*Female Muhammadan pupils in different classes of institutions.*

Province.	Professional colleges. Arts colleges.	Law.	Medicine.	Engineering.	Teaching.	Agriculture.	Total.	Secondary schools. High.	Middle.	Total.	Middle vernacular.	Primary.	Schools for special training. Training schools.	Schools of art.	Law schools.	Medical schools.	Engineering and surveying schools.	Technical and industrial schools.	Commercial schools.	Agricultural schools.	Reformatory schools.	Others.	Total.	Total of colleges and schools of public instruction.	Total of private institutions.	Grand Total.
Madras	1	..	..	..	..	..	1	9	1	10	..	16,895	20	..	..	..	..	..	..	..	..	..	20	16,926	11,932	28,858
Bombay	1	..	..	..	..	..	1	30	21	51	..	20,959	20	..	..	3	..	..	..	..	..	..	23	21,034	13,656	34,690
Bengal	1	..	..	..	..	..	1	6	27	33	35	10,190	10	..	..	1	..	20	..	..	..	20,294	20,325	30,584	1,106	31,690
United Provinces	..	..	..	..	..	..	..	23	118	141	210	6,197	19	..	..	..	..	64	..	..	..	..	83	6,631	2,528	9,159
Punjab	..	..	..	..	..	..	..	63	49	112	369	8,245	14	..	..	35	..	83	..	..	..	3	135	8,861	12,089	20,950
Burma	..	..	..	..	..	..	..	11	31	42	353	1,378	2	..	..	..	..	..	..	..	..	..	2	1,775	1,229	3,004
Eastern Bengal and Assam	..	..	..	..	..	..	..	41	36	77	64	71,675	3	..	..	1	..	19	..	..	..	58	81	71,897	7,410	79,307
Central Provinces and Berar	..	..	..	..	..	..	..	..	1	1	193	2,576	4	..	..	..	..	..	..	..	..	..	4	2,774	118	2,802
Coorg	..	..	..	..	..	..	..	..	..	..	..	6	..	..	..	..	..	..	..	..	..	..	..	6	..	6
North-West Frontier Province	..	..	..	..	..	..	..	..	..	..	..	386	..	..	..	..	..	..	..	..	..	..	..	386	2,255	2,641
Total 1911-12	3	..	..	..	..	..	3	183	284	467	1,224	138,507	92	..	..	40	..	186	..	..	..	20,355	20,673	160,874	52,323	213,197
1906-07	1	..	..	..	..	..	1	61	70	110	1,104	74,708	70	..	..	12	..	74	..	..	..	1,135	1,201	77,244	44,455	121,699

TABLE 219.—*Percentage of Muhammadan pupils to total number of pupils under instruction by periods*

Year.	Public institutions.	Private institutions.	Total institutions.	Percentage of all Muhammadan population to total population of India.
1881 82			17 8	19·1(a)
1886 87	18 8	52 6	22 6	19 1(a)
1891 92	19·2	47 9	23 0	21 8(b)
1896 97	19 3	41 5	22 2	21 8(b)
1901 02	18 8	38 7	21 6	22 6(c)
1906 07	19 5	38 6	21 8	22 6(c
1911 12	21 5	35 9	22 9	22 7(

(a) Census 1881 (b) Census 1891 (c) Census 1901 (d) Census 1911

TABLE 220.—*Percentage of Muhammadan pupils to total number of pupils by provinces*

Province	Public institutions					Private institutions*					Percentage ... all ... tot ... 191
	1891 92	1896-97	1901-02	1906-07	1911 12	1891 92	1896-97	1901-02	1906-07	1911 12	
Madras	10 8	9 9	9 7	8 8	9 0	°6 3	°8 3	°9·5	3° 1	33 5	11
Bombay	17 °	17·6	17 3	16 4	16 6	3°·7	45 4	51 °	5° 3	53 4	19
Bengal	2 5	25 7	25 0	13 9	17 4	67 1	6° 9	6° 6	31 6	25 4	1
United Provinces	15 9	16 °	15·0	14 6	15 °	45 8	41 9	4 9	47 5	44 2	1°
Punjab	38 9	39 8	37 7	39 1	39 3	66 8	68 7	64 8	65 0	59 7	
Burma	1 2	2 0	2 5	3 0	3 6	7·0	3 7	° 7	° 4	° 8	
Eastern Bengal and Assam*	16 4	17 8	18 8	43 7	5 0	65 5	66 7	74·9	0 6	26 0	
Central Provinces and Berar	9·7	8 7	9·0	9 1	9·3	7 °			14 4	74 0	
Coorg	3 8	3 °	3 4	4 4	3·°	3 4	7	1 6	1 4	1 0	
North West Frontier Province.			64 4	63 °	63 1			83 1	83 3	90 5	
TOTAL	19·2	19 3	18 8	19 5	21 5	47 9	41 5	38 7	38 6	35 9	

* In 189° 1897 and 190° the figures are for Assam only

TABLE 221.—*Percentage of Muhammadan pupils in primary schools to total number of pupils in such sch*

Province.	1906 07	1911
Madras	9 5	9
Bombay	1° 5	17
Bengal	13 9	11
Eastern Bengal and Assam	51 9	[illegible]
United Provinces	13 3	1'
Punjab	42 2	40
Burma	2 5	3
Central Provinces and Berar	8 8	8
Coorg	4 8	3
North-West Frontier Province	66·7	67
TOTAL	20·0	[illegible]

TABLE 222.—*Percentage of Muhammadan pupils in public institutions to Muhammadan population of school-going age.*

Province.	1906-07.		1911-12.	
	Muhammadans.	All classes.	Muhammadans.	All classes.
Madras	20·7	15·3	25·2	18·5
Bombay	15·3	16·9	18·9	20·7
Bengal	13·2*	15·7*	19·2	18·8
United Provinces	7·7	7·5	9·4	8·8
Punjab	5·7	7·7	7·4	10·5
Burma	13·4	14·5,	15·2	14·9
Eastern Bengal and Assam	..	..	17·6	19·7
Central Provinces and Berar	28·4	11·9	33·1	13·4
Coorg	9·5	16·1	10·1	23·6
North-West Frontier Province	3·7	5·3	5·2	7·7
TOTAL	11·3	13·1	15·2	16·0

* For Bengal and Assam.

TABLE 223.—*Percentage of male Muhammadan pupils in public institutions to male Muhammadan population of school-going age.*

Province.	1906-07.			1911-12.		
	Male population of school-going age.	Pupils in public institutions.	Percentage.	Male population of school-going age.	Pupils in public institutions.	Percentage.
Madras	182,190	64,708	35·5	202,668	86,612	42·7
Bombay	367,950	91,220	24·8	395,375	118,430	30·0
Bengal	2,032,440*	496,106*	24·4	710,741	239,520	33·7
United Provinces	515,985	73,129	14·2	519,943	87,823	16·9
Punjab	863,220	85,319	9·9	895,111	112,258	12·5
Burma	33,015	5,778	17·5	40,713	7,851	19·3
Eastern Bengal and Assam	..	..	..	1,537,684	461,436	30·0
Central Provinces and Berar	38,880	19,652	50·5	45,334	26,293	58·0
Coorg	1,272	182	14·3	1,259	193	15·3
North-West Frontier Province	157,580	10,563	6·7	162,791	15,706	9·6
TOTAL	4,192,512	846,657	20·2	4,511,619	1,156,124	25·6

* For Bengal and Assam.

TABLE 224.—*Successful Muhammadan candidates in public examinations.*

Province.	M.A. and M.Sc.		B.A. and B.Sc.		Intermediate.		Matriculation.		School Final.		Middle.		Upper Primary.	
	1906-07.	1911-12.	1906-07.	1911-12.	1906-07.	1911-12.	1906-07.	1911-12.	1906-07.	1911-12.	1906-07.	1911-12.	1906-07.	1911-12.
Madras	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Bombay	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Bengal	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
United Provinces	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Punjab	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Burma	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Eastern Bengal and Assam	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Central Provinces and Berar	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Coorg	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
North-West Frontier Province	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

PRIVATE INSTITUTIONS

TABLE 225.—*Classes of private institutions, by periods*

CLASS OF INSTITUTION	1886 87	1891 92	1896 97	1901 02	1906-07	1911 12.
ADVANCED						
Arabic or Persian	5 717	3 088	2 647	2 270	2 051	1 446
Sanskrit	1 868	2 427	2 484	1 913	1 630	1 178
Other Oriental classics	93	44	49	42	6	10
TOTAL	7 678	5 559	5 180	4,225	3 687	2 634
ELEMENTARY						
Koran schools	12 126	13,278	11 840	11 218	10 504	8,288
Vernacular schools	11 585	19 504	24 667	27 173	25 108	26 757
Other schools	1,439	876	452	465	1 893	2 214
TOTAL	25 150	33 558	36 959	38 856	37 505	37,259
GRAND TOTAL	32 878	39 117	42 139	43 081	41 192	39 893

TABLE 226.—*Private institutions for teaching Arabic or Persian*

PROVINCE	1891 92.	1896 97	1901-02	1906 07	191[illegible]
Madras	28	35	45	58	
Bombay	29	37	44	60	
Bengal	1 294	1 219	1 142	844	
United Provinces	1 155	959	757	483	
Punjab	566	374	165	181	[illegible]
Burma					
Eastern Bengal and Assam	12	21	20	276	
Central Provinces and Berar	4	2	9	4	
Coorg					
North West Frontier Province			88	136	[illegible]
TOTAL	3 088	2 647	2 270	2 051	1[illegible]

TABLE 227.—*Private institutions for teaching Sanskrit*

PROVINCE.	1891 92	1896-97	1901 02.	1906 07	191[illegible]
Madras	118	1[illegible]9	181	2[illegible]	
Bombay	50	50	25	31	
Bengal	1 624	1 763	1 160	[illegible]	[illegible]
United Provinces	367	291	288	321	
Punjab	122	130	86	67	
Burma					
Eastern Bengal and Assam	76	[illegible]	68	223	
Central Provinces and Berar			1	2	
Coorg					
North West Frontier Province			4	4	
TOTAL	2,427	2 484	1,913	1 630	[illegible]

TABLE 228.—*Koran schools.*

PROVINCE.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	412	781	1,021	1,132	938
Bombay	685	932	1,279	1,375	1,449
Bengal	5,969	4,717	3,667	390	342
United Provinces	1,261	1,412	1,520	1,350	1,498
Punjab	4,439	3,566	2,594	2,526	1,890
Burma	266	216	217	213	210
Eastern Bengal and Assam	192	185	161	2,938	1,505
Central Provinces and Berar	4	1	..	..	3
North-West Frontier Province	..	..	756	580	453
TOTAL	13,228	11,810	11,218	10,504	8,288

TABLE 229.—*Private vernacular schools.*

PROVINCE.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	2,845	4,179	4,356	2,953	3,083
Bombay	1,802	1,779	1,191	1,177	1,143
Bengal	4,627	4,205	3,869	2,570	2,266
United Provinces	2,961	2,930	3,406	2,324	2,814
Punjab	1,608	1,230	972	893	783
Burma	5,545	10,295	13,300	14,941	16,409
Eastern Bengal and Assam	9	8	..	124	218
Central Provinces and Berar	80	..	..	..	..
Coorg	27	41	..	..	..
North-West Frontier Province	..	..	79	126	41
TOTAL	19,504	24,667	27,173	25,108	26,757

TABLE 230.—*Other private schools.*

PROVINCE.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	..	13	96	1,082	804
Bombay	201	14	122	226	308
Bengal	284	303	160	257	411
United Provinces	..	..	..	92	248
Punjab	319	63	33	41	69
Burma	13	44	26	11	56
Eastern Bengal and Assam	9	13	3	150	282
Central Provinces and Berar	..	2	3	3	..
Coorg	..	..	22	29	35
North-West Frontier Province	..	..	..	2	1
TOTAL	826	452	465	1,893	2,214

TABLE 231.—*Pupils in private institutions.*

CLASS OF INSTITUTION.	1886-87.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
ADVANCED.						
Arabic or Persian	53,745	39,534	35,578	37,464	39,193	34,378
Sanskrit	22,572	28,833	29,060	22,380	21,315	20,348
Other Oriental Classics	1,062	684	744	2,293	284	474
TOTAL ADVANCED	77,379	69,051	65,382	62,137	60,792	55,200
ELEMENTARY.						
Koran schools	103,234	167,872	175,312	183,476	189,713	168,406
Vernacular schools	165,593	248,922	318,766	378,803	351,043	367,034
Other schools	26,479	22,066	9,028	10,991	42,604	61,356
TOTAL ELEMENTARY	295,306	438,860	503,106	573,270	583,360	596,796
GRAND TOTAL	372,685	507,911	568,488	635,407	644,152	651,996

TABLE 232 —*Pupils in private institutions for teaching Arabic or Persian*

PROVINCE	1896 97	1901 0	1906 07	1911 12
Madras	2 280	2 56ɔ	° 681	5 358
Bombay	2 181	1 883	° 661	2 370
Bengal	14 014	16 737	10 104	6 309
United Provinces	10 949	11 084	10 081	11,377
Punjab	5 221	3 090	° 6"8	- 8°7
Burma				
Eastern Bengal and Assam	845	907	9 10ɔ	4 943
Central Provinces and Berar	88	148	49	
Coorg				
North West Frontier Province		1 0ɔ0	1 834	1 191
TOTAL	35 578	37 464	39 193	34 378

TABLE 233 —*Pupils in private institutions for teaching Sanskrit*

PROVINCE	1896 97	1901 0?	1906 07	1911 12
Madras	2 767	° 61°	4 398	5,2°4
Bombay	642	ɔ04	8ɔ5	1 2°9
Bengal	17 627	9 917	6 °89	3 911
United Provinces	4 179	6 388	ɔ 03	7 849
Punjab	2 043	1 ɔ94	1 496	1 718
Burma				
Eastern Bengal and Assam	1 80°	1 301	° 4 ɔ	231
Central Provinces and Berar		13	47	57
North West Frontier Province		ɔ1	10	1°9
TOTAL	29 060	° 380	°1 31ɔ	20 348

TABLE 234 —*Pupils in Koran schools*

PROVINCE	1896 97	1901 0°	1906 07	1911 1°
Madras	23 807	30 180	36 ɔ23	33 782
Bombay	22,490	28 536	31 "0ɔ	3ɔ 649
Bengal	59 790	ɔ3 099	5 7°6	4 9ɔ2
United Provinces	14 829	17 118	17 560	19 827
Punjab	46 998	36 399	36 7"4	33 011
Burma	3 673	4 094	4 1°7	4 604
Eastern Bengal and Assam	3 719	3 °ɔ3	4° 19°	°9 114
Central Provinces and Berar	6			16°
North West Frontier Province		10 97	8 106	7 30ɔ
TOTAL	175 31°	183 4 6	18° "13	168 406

TABLE 235 —*Pupils in private vernacular schools*

PROVINCE.	1896-97	1901 0°	1906 0"	1911 12.
Madras	74 169	84 167	6",211	67 060
Bombay	44,328	34 660	3°,2 5	34 069
Bengal	30 831	36,0ɔ5	21 639	26 163
United Provinces	41,2ɔ5	49 688	33 6"8	44,3ɔ6
Punjab	26 4°9	23,548	-1,803	21,6ɔ1
Burma	101,250	148 93"	16" 047	168,154
Eastern Bengal and Assam	85		-,225	4,647
Coorg	419			
North West Frontier Province		1 °8	1 °6ɔ	"°4
TOTAL	318,"60	3"8 860	3ɔ1 043	

TABLE 228.—*Koran schools.*

Province.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	412	781	1,021	1,132	938
Bombay	685	932	1,279	1,375	1,449
Bengal	5,969	4,717	3,667	390	342
United Provinces	1,261	1,412	1,520	1,350	1,498
Punjab	4,439	3,566	2,594	2,526	1,890
Burma	266	246	217	213	210
Eastern Bengal and Assam	102	185	164	2,938	1,505
Central Provinces and Berar	4	1	..	..	3
North-West Frontier Province	..	..	756	580	453
TOTAL	13,228	11,840	11,218	10,504	8,288

TABLE 229.—*Private vernacular schools.*

Province.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	2,845	4,179	4,356	2,953	3,083
Bombay	1,802	1,779	1,191	1,177	1,143
Bengal	4,627	4,205	3,869	2,570	2,266
United Provinces	2,961	2,930	3,406	2,324	2,814
Punjab	1,608	1,230	972	893	783
Burma	5,515	10,295	13,300	14,941	16,409
Eastern Bengal and Assam	9	8	..	124	218
Central Provinces and Berar	80	..	..	..	..
Coorg	27	41	..	..	..
North-West Frontier Province	..	..	79	126	41
TOTAL	19,504	24,667	27,173	25,108	26,757

TABLE 230.—*Other private schools.*

Province.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	..	13	96	1,082	804
Bombay	201	14	122	226	308
Bengal	284	303	160	257	411
United Provinces	..	..	..	92	248
Punjab	319	63	33	41	69
Burma	13	44	26	11	56
Eastern Bengal and Assam	9	13	3	150	282
Central Provinces and Berar	..	2	3	3	..
Coorg	..	..	22	29	35
North-West Frontier Province	..	..	..	2	1
TOTAL	826	452	465	1,893	2,214

TABLE 231.—*Pupils in private institutions.*

Class of Institution.	1886-87.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
ADVANCED.						
Arabic or Persian	53,745	39,534	35,578	37,464	39,193	34,378
Sanskrit	22,572	28,833	29,060	22,380	21,315	20,348
Other Oriental Classics	1,062	684	744	2,293	284	474
TOTAL ADVANCED	77,379	69,051	65,382	62,137	60,792	55,200
ELEMENTARY.						
Koran schools	103,234	167,872	175,312	183,476	189,713	168,406
Vernacular schools	165,593	248,922	318,766	378,803	351,043	367,034
Other schools	26,479	22,066	9,028	10,991	42,604	61,356
TOTAL ELEMENTARY	295,306	438,860	503,106	573,270	583,360	596,796
GRAND TOTAL	372,685	507,911	568,488	635,407	644,152	651,996

TABLE 232.—*Pupils in private institutions for teaching Arabic or Persian*

PROVINCE	1896 97	1901 02	1906 07	1911 12
Madras	2 280	[illegible] 565	2 681	5 358
Bombay	2 181	1 883	2 661	2 370
Bengal	14 014	16 [illegible]37	10 104	6 309
United Provinces	10 949	11 084	10 081	11 3[illegible]7
Punjab	5 221	3 090	[illegible] 678	2 827
Burma				
Eastern Bengal and Assam	845	907	9 105	4 943
Central Provinces and Berar	88	148	49	
Coorg				
North West Frontier Province		1 0[illegible]0	1 834	1 194
TOTAL	35 578	37 464	39 193	34 378

TABLE 233.—*Pupils in private institutions for teaching Sanskrit*

PROVINCE.	1896 97	1901 02	1906 07	1911 12
Madras	2 767	2 612	4 [illegible]98	5 224
Bombay	642	504	855	1 2[illegible]9
Bengal	17 627	9 917	6 [illegible]89	3 911
United Provinces	4 179	6 388	5 [illegible]03	7 849
Punjab	2 043	1 594	1 496	1 718
Burma				
Eastern Bengal and Assam	1 802	1 301	[illegible]	231
Central Provinces and Berar		13	17	67
North West Frontier Province		51	102	129
TOTAL	29 060	2[illegible] 380	21 315	20 348

TABLE 234.—*Pupils in Koran schools*

PROVINCE	1896 97	1901 02	1906 07	1911 12
Madras	23 807	30 180	36 523	33 782
Bombay	22 490	28 536	31 705	35 649
Bengal	59 790	53 099	5 726	4 952
United Provinces	14 829	17 118	17 560	10 827
Punjab	46 998	36 399	36 774	33 011
Burma	3 673	4 094	4 127	4 604
Eastern Bengal and Assam	3 719	3 253	49 192	29 114
Central Provinces and Berar	6			162
North West Frontier Province		10 797	8 106	7 305
TOTAL	175 312	183 476	169 713	168 40[illegible]

TABLE 235.—*Pupils in private vernacular schools*

PROVINCE.	1896-97	1901 02.	1906-07	1911 12.
Madras	74 169	84 197	67,211	67,190
Bombay	44,328	34 660	32,27[illegible]	24,194
Bengal	30,631	36 [illegible]	24,129	2[illegible],31[illegible]
United Provinces	41,255	49 [illegible]	2[illegible]	44,2[illegible]
Punjab	26,429	23,548	21,8[illegible]	21,[illegible]1
Burma	101,250	143,977	1[illegible],187	1[illegible],3[illegible]
Eastern Bengal and Assam	65		2,225	4,547
Coorg	419			
North West Frontier Province		1 [illegible]	1,[illegible]	7[illegible]
TOTAL	318,[illegible]	[illegible]	2[illegible]	[illegible]

TABLE 236.—*Pupils in other private schools.*

Province.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	1,525	1,469	20,639	15,735
Bombay	693	3,216	5,990	6,757
Bengal	3,920	3,831	7,266	13,108
United Provinces	..	..	2,055	7,003
Punjab	1,493	1,189	2,591	5,839
Burma	904	471	296	2,187
Eastern Bengal and Assam	430	96	2,965	10,113
Central Provinces and Berar	63	286	243	..
Coorg	..	433	510	608
North-West Frontier Province	..	..	49	6
TOTAL	9,028	10,991	42,604	61,356

TABLE 237.—*Percentage of pupils in private institutions to total pupils under instruction.*

Province.	1886-87.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	6	9	13	14	13	10
Bombay	12	11	11	11	10	9
Bengal	3	9	8	7	4	3
United Provinces	23	23	20	19	11	13
Punjab	52	42	31	27	22	12
Burma	2	27	41	49	43	39
Eastern Bengal and Assam	7	7	7	5	8	5
Central Provinces and Berar	1	·3	·3	·8	·1	·1
Coorg	8	9	8	9	10	9
North-West Frontier Province	..	..	..	51	42	27
GENERAL	11	13	13	14	12	9·6

TABLE 238.—*Pupils in private institutions by race or creed.*

	1906-07.			1911-12.		
	Number of pupils.	Percentage on total pupils in private institutions.	Percentage on total of race or creed under instruction.	Number of pupils.	Percentage on total pupils in private institutions.	Percentage on total of race or creed under instruction.
Europeans and Anglo-Indians	16	..	·1	73	..	·2
Indian Christians	11,784	1·8	7·0	7,690	1·2	3·9
Hindus	215,446	33·5	6·1	233,172	35·8	5·3
Muhammadans	248,470	38·6	21·2	234,153	35·9	15·1
Buddhists	167,131	25·9	45·3	169,747	26·0	41·5
Others	1,305	·2	1·3	7,161	1·1	3·8
TOTAL	644,152	100·0	12·0	651,996	100·0	9·6

TABLE 239.—*Pupils in private institutions by sex.*

	1906-07.			1911-12.		
	Male.	Female.	Total.	Male.	Female.	Total.
ADVANCED.						
Arabic and Persian	38,125	1,068	39,193	33,228	1,150	34,378
Sanskrit	21,224	91	21,315	19,774	574	20,348
Other Oriental Classics	83	201	284	290	184	474
TOTAL ADVANCED	59,432	1,360	60,792	53,292	1,908	55,200
ELEMENTARY.						
Koran schools	147,967	41,746	189,713	120,817	47,589	168,406
Vernacular schools	333,998	17,045	351,043	346,156	20,878	367,034
Other schools	37,375	5,229	42,604	54,595	6,761	61,356
TOTAL ELEMENTARY	519,340	64,020	583,360	521,568	75,228	596,796
GRAND TOTAL	578,772	65,380	644,152	574,860	77,136	651,996

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